

Autumn Curriculum and Heads REPORT

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|---------------|---------------|-------------|
| Date written | Authorised by | Review Date |
| November 2021 | EHT | N/A |



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1 Introduction from Heads

From the Executive Headteacher

Welcome to the Autumn curriculum and heads report.

The primary curriculum offers children a rich range of experiences across different subjects enabling them to grow their knowledge of the world that they live in. Across our 3 schools, we have always had a rich curriculum and, by reading this report, we can celebrate our strong offer.

There is a different shape to the individual subject reports this term. Subject leaders have reviewed a developmental strand in their subject and gathered evidence to show the progress of this thread from EYFS to Year 6. This will support our review of the progress that our children make as they complete their learning journey in each subject. We will review different threads each term building a rich picture of the curriculum in our school.

The curriculum is at the heart of our partnership work and there have been many actions this term to grow links across our three schools. These include our shared Improvement Partner visit focussed on mathematics; training on reading and curriculum leader meetings. Through these activities, we are utilising the talent across our schools and this is strengthening our school development. This was evidenced by the excellent work completed by our phonics working party which brought leaders together to fully review and evaluate different schemes.

Finally, I thank all of our staff for their incredible work this term. There were many adjustments made in September as we moved to a different phase of operating a school in a pandemic. The creativity, determination and resilience of all of our staff ensured that we focussed on finding solutions. This led to the great learning completed this term which is celebrated in this report.

Stephen Harris

From the Headteacher and Deputy Headteacher

This academic year sees a new leadership structure at James Wolfe with several people now in new positions. This has brought a new dimension to our leadership and has supported establishing greater consistency across the two campuses.

Since the start of the year, we have been incredibly impressed with how the children approach every day of their learning. We are pleased to report that children's learning attitudes and behaviours have not been negatively impacted by the disruption caused by the pandemic and our teacher assessments show that academic performance is strong.

Across our school, we are thoroughly enjoying implementing our revised curriculum. Our new Curriculum Leads have spear-headed this work and have inspired the teaching team to think outside the box and approach their teaching in new and interesting ways. Year group teams meet once per half term to ensure the breadth of coverage and to refine their medium-term plans.

The Curriculum Leads also led staff INSET about the way that we remember information. Together we explored strategies that will support how we move children's learning from their short-term memories into their life-long semantic memory or procedural memory. During the second half of the Autumn term, our teachers are experimenting with these strategies and will evaluate how effective they are throughout the year.

We are entering the period of evaluating teaching and learning in every classroom. Teachers will select a working hypothesis and leaders will then use this to hone their evaluations. (EG: Children in



my class know how to overcome barriers to learning independently. They can communicate strategies they use to support their learning).

As ever, we are immensely proud of the many achievements that our children make throughout the school. This Curriculum Report gives just a small snap-shot of the rich and vibrant learning experiences that we see every day.

We hope you enjoy reading about it as much as we revel in being part of it.

Mr Westerby and Mrs Raithby

2 School information

General information

| Year | Class | Teacher | Girls | Boys | Total | Year Total | Pupil Premium | Pupil Premium % | EAL | SEN: EHC | SEN: School Support |
|--------------------------|----------------|---------------------|------------|------------|------------|------------|---------------|-----------------|------------|-----------|---------------------|
| N | Apple AM | S Clipsham | 8 | 13 | 21 | 31 | 0 | 0% | 26 | 0 | 1 |
| | Apple PM | S Clipsham | 4 | 6 | 10 | | | | | | |
| R | Cherry*C | K Syrocki | 16 | 13 | 29 | 116 | 25 | 22% | 45 | 2 | 7 |
| | Lime | R Wadey | 11 | 17 | 28 | | | | | | |
| | Mango | A Griffin / A Joyce | 13 | 16 | 29 | | | | | | |
| | Peach | H Keenan | 14 | 16 | 30 | | | | | | |
| 1 | Fir | L Cambridge | 16 | 13 | 29 | 115 | 25 | 22% | 40 | 6 | 10 |
| | Hazel | S Parry | 17 | 13 | 30 | | | | | | |
| | Silver Birch*C | A Nutley | 14 | 13 | 27 | | | | | | |
| | Willow | K Thompson | 13 | 16 | 29 | | | | | | |
| 2 | Beech | J Brown | 14 | 11 | 25 | 102 | 34 | 33% | 32 | 2 | 10 |
| | Elm*C | D Richardson | 10 | 15 | 25 | | | | | | |
| | Maple | C Smith | 15 | 11 | 26 | | | | | | |
| | Rowan | S Chaplin | 13 | 13 | 26 | | | | | | |
| 3 | Ash | C Burnett | 13 | 14 | 27 | 106 | 36 | 34% | 35 | 4 | 13 |
| | Cedar*C | H Khorami | 14 | 11 | 25 | | | | | | |
| | Oak | H Swart | 10 | 17 | 27 | | | | | | |
| | Poplar | S Edgington | 12 | 15 | 27 | | | | | | |
| 4 | Mercury | L Twigg | 13 | 12 | 25 | 103 | 34 | 33% | 32 | 2 | 16 |
| | Pluto | R Cowley | 12 | 14 | 26 | | | | | | |
| | Sun | C Ablett | 14 | 12 | 26 | | | | | | |
| | Venus | J Herbert | 15 | 11 | 26 | | | | | | |
| 5 | Earth*C | S Cameron | 17 | 10 | 27 | 108 | 38 | 35% | 45 | 2 | 18 |
| | Jupiter | E Taylor | 13 | 14 | 27 | | | | | | |
| | Mars | S Fagg/H Jenkins | 13 | 15 | 28 | | | | | | |
| | Neptune | W Phillips | 15 | 11 | 26 | | | | | | |
| 6 | Moon | S Bell | 13 | 14 | 27 | 107 | 30 | 28% | 43 | 5 | 20 |
| | Galaxy | J Armson | 11 | 16 | 27 | | | | | | |
| | Uranus | R Bedding | 13 | 14 | 27 | | | | | | |
| | Saturn*C | M Britton | 12 | 14 | 26 | | | | | | |
| Totals (inc Nursery) | | | 388 | 400 | 788 | | 222 | | 298 | 23 | 95 |
| % of whole (inc Nursery) | | | 49% | 51% | | | 28% | | 38% | 3% | 12% |

| | | | | | | | | | | |
|-------------------------|--|------------|------------|------------|---------------|------------|--|------------|-----------|------------|
| Totals (ex Nursery) | | 376 | 381 | 757 | % Full | 222 | | 298 | 23 | 95 |
| % of whole (ex Nursery) | | 50% | 50% | | 90% | 29% | | 39% | 3% | 13% |

| CENTRE FOR DEAF CHILDREN (included in above) | | | Girls | Boys | |
|----------------------------------------------|--------|---------------|-------|------|-----------|
| C | YN/R | TOD - A Field | 3 | 0 | 17 |
| | Y1/2/3 | TOD - A Field | 3 | 5 | |
| | Y4/5/6 | TOD - F Gray | 4 | 2 | |



Attendance data

The national situation with attendance at this time is difficult to fully understand. Anecdotally, the Royal Borough of Greenwich has been told that its borough-wide statistic of 92% attendance is high when compared to other areas (DCS mailing 11/11/21).

The 92% figure will include primary and secondary schools and primary schools tend to have higher attendance.

Our school attendance figures from the beginning of term to Friday 12th November are given below. This would appear to paint a strong picture against the points discussed above. We will continue to review this as the year goes on.

| | Attendance 1/9 to 12/11 |
|---------------------|--------------------------------|
| Year 1 | 95.12% |
| Year 2 | 95.67% |
| Year 3 | 95.59% |
| Year 4 | 95.50% |
| Year 5 | 95.63% |
| Year 6 | 96.04% |
| Whole School | 95.12% |



3 School development plan update

| Ofsted area | Key phrase(s) | We want to | Evidence | Related documents |
|----------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Quality of education | Whole curriculum | <ul style="list-style-type: none"> ensure all stakeholders know that achievement relates to progress in all subjects. | Headline data measures <i>(R/W/M)</i> | Long term planning Curriculum reports (website) |
| | Diversity | <ul style="list-style-type: none"> implement new curriculum planning and review its impact. have a curriculum that represents our inclusive ethos and celebrates diversity. | Long term plan evaluations <i>(other subjects)</i> Learning evaluations <i>(all subjects)</i> Subject reports/ website <i>(all subjects)</i> | |

Autumn update

- During this term, we have embedded our new long term plans in all year groups. Learning evaluations are scheduled for December to review these and an update of the impact seen so far will be discussed in the Learning: achievement committee in Spring 1.
- The new curriculum leaders have started in their role. Their actions this term have included the leadership of our whole-school ‘Let’s Innovate’ project and the leadership of whole staff training on teaching approaches that support children in remembering key knowledge. Verbal feedback about these actions will be given at the full governing board meeting.
- The leadership reports have been redesigned to support leaders with their review of their subjects so that they consider the progression of a key thread. The new format is in this report and we will review if these support leaders review their subject during the year.

| Ofsted area | Key phrase(s) | We want to | Evidence | Related documents |
|-------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------|
| Behaviour and attitudes | Play | <ul style="list-style-type: none"> review play provision at breaktimes. | Playground observations | Attendance reports |
| | Attendance | <ul style="list-style-type: none"> support parents of pupils with persistent absenteeism to increase school attendance. | Pupil voice Attendance data | |

Autumn update

- As we returned to more normal school operations, the focus this term was on reviewing our organisation at break and lunchtime. From ongoing evaluations, the behaviour of our children during these times is strong. Any issues are swiftly resolved through our restorative approach.
- We have reviewed attendance during Autumn 1 and this is included in this report. It is difficult to fully review this as national data is not fully available but Greenwich is reporting that attendance in our borough is 92% and this is very good when compared to national measures. We will continue to review this as the year progresses.



| Ofsted area | Key phrase(s) | We want to | Evidence | Related documents |
|----------------------|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------|
| Personal development | Broader experiences | <ul style="list-style-type: none"> relaunch our programme of wider curriculum activities so our children experience a broad range of learning experiences. ensure robust support is in place for pupil well-being. | Pupil voice | School projects |
| | Pupil wellbeing | | Club registers | Pupil premium strategy |
| | | | Place 2 Be reports | Sports premium strategy |

Autumn update

- Clubs and trips have returned and it is wonderful to see our children access the wide range of extra activities that we are used to offering. We plan to review the range of trips that we offer so that we check that it makes the best use of local resources. We will also analyse the club data at the end of this term and gather pupil voice to review which clubs are popular and if there are new clubs that need to be introduced.
- We have used part of our covid-catch up funding to resource an extra day with Place 2 Be. This has developed our provision allowing us to offer specific time to give counselling at Randall Place. A verbal update will be given at the meeting. As part of this funding, we have allocated an additional two nursery spaces and are installing additional playground equipment. The school has invested in a project with Punchdrunk theatre company to provide rich cultural experiences in school for all children.

| Ofsted area | Key phrase(s) | We want to | Evidence | Related documents |
|---------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------|
| Leadership and management | Rich training offer | <ul style="list-style-type: none"> review our CPD offer so it supports all staff in reflecting on and developing their practice. | Staff voice Training reports | CPD reports (learning: resources) Performance management documents |

Autumn update

- We continue to run weekly training sessions that develop teaching practice in line with the school development plan. A bespoke package has been put together linking teacher training and support staff development. We use a range of blended learning approaches and tailor each development opportunity to the needs of our team. A verbal update on this will be given at the meeting.
- Staff are completing the final sessions of the old style NPQML/NPQSL courses and these are developing our middle and senior leaders. We are looking at the new courses and will start using these from April 2022.
- We have a good plan in place to support our early career teachers: they are accessing training from Thames South Teaching Hub. It is too early to measure the impact of this but we continue to informally review this support so that we check in with these teachers about their support and, importantly, their wellbeing.
- We have started to use the National College (replaces i-Hasco). We will continue to grow our use of this resource throughout the year.
- School is supporting 3 members of staff through Masters level courses.



| Ofsted area | Key phrase(s) | We want to | Evidence | Related documents |
|-------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------|
| Early years | New phonics approach (including Y1) EYFS curriculum | <ul style="list-style-type: none"> Implement Little Wandle phonics programme Introduce new EYFS curriculum | Phonics planning Phonics data EYFS planning | Leadership reports |

Autumn update

- It has been a very busy time for our EYFS team. They have successfully administered the new baseline test which became a statutory requirement from this year. They have also implemented the new EYFS framework. The learning overtime evaluations in December will review the impact of this.
- Following the announcement that Letters and Sounds was no longer approved by the DFE we have introduced a new phonics programme – Little Wandle. We have trained staff and purchased new resources and we are starting to deliver sessions in class. We will give a full presentation of this at the Learning: achievement committee in Spring.

4 Equality objectives update

The equality objectives will be discussed at the Full Governing Board meeting at the end of the autumn term.

This year, across our partnership, we are planning to:

| | |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Complete an equality assessment of the curriculum in each year group. | Autumn update <ul style="list-style-type: none"> • In line with the school development plan (objective 1), we are reviewing the diversity of our curriculum. We are currently embedding our new long term plans and our diversity working party have helped shape this. This term, members of this group presented to a borough-wide event to share our work so far and to discuss, with others, our next steps. • We are aiming to fully review our curriculum through an equality assessment at the end of the year. |
| Review of recruitment processes | Autumn update <ul style="list-style-type: none"> • We are reviewing our processes and we aim to bring in a sifting process that anonymises application forms before they are shortlisted. We have trialled this with some application rounds across our partnership and we will roll this out during the year in all schools. |
| Sharing of equality statement | Autumn update <ul style="list-style-type: none"> • We have prepared a new Equality Information and Objectives policy. This will be shared at the Full Governing Board meeting at the end of the autumn term and will shape discussions in the spring term committee meetings. • As shown in this report, we also intend to share our update on equality objectives in our termly curriculum and heads report. |



5 Subject Leadership Teams 2020 2021

| | |
|------------------------------|---------------------------------------------------------|
| STEM TEAM | Co-ordinated by Ms Herbert |
| Mathematics | Ms Burnett, Miss Britton, Miss Powell |
| Computing | Miss Jenkins, Mr Keenan, Miss Nutley |
| Science | Ms Taylor, Ms Syrocki |
| HUMANITIES TEAM | Co-ordinated by Ms Herbert |
| History | Mrs Camron, Miss Clipsham |
| Geography | Mr Chaplin, Mrs Cutts, Mr Wilmoth |
| PSHCE | Miss Khorami, Ms Ablett, Mrs Renouf |
| RE | Ms Bell, Mr Phillips |
| Rights Respecting | Ms Twigg |
| COMMUNICATION TEAM | Co-ordinated by Ms Brown |
| English, phonics and Library | Mr Armson, Ms Bedding, Mrs Griffin, Mrs Gray, Ms Nutley |
| Languages | Ms Richards, Ms Edgington |
| ARTS TEAM | Co-ordinated by Ms Brown |
| PE | Mrs Fagg, Mr Wadey |
| Music | Mr Keenan, Mrs Swart, Miss Cambridge |
| Art/DT | Ms Lind, Miss Thompson, Mrs Joyce |







6a Art and Design with Design Technology (DT)

Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Raise the profile of DT through a whole school project with a DT focus | <ul style="list-style-type: none"> ● Liaise with curriculum leads on whole school project ● | |
| Break down Art and DT lessons into a sequence of lessons to develop skills and techniques | <ul style="list-style-type: none"> ● Staff meeting to teach techniques & explain planning of lesson sequences ● ● Clarifying the use of sketchbooks throughout the school ● | |
| Work towards Arts Mark accreditation | <ul style="list-style-type: none"> ● Arts ambassadors in year 3 ● ● Promoting the use of art in the Weekly Wolfe ● ● Create links with local artists (parents/local community) ● | |

Examples of our learning this term:

The focus of our thread in the Autumn term is drawing. We believe that drawing is a vital artistic skill and that it underpins the process of any creation.

| | | |
|-------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS |  | In Reception, we drew self-portraits for our first piece of work during our settling period. We used mirrors to place our facial features and we talked about different parts of our body. We are really proud of our children as they persevered with their drawing. |
| KS1 |  | In year 1, we looked carefully at the illustrations in our class book 'Not Now Bernard'. We discussed the importance of drawing out our picture before painting it. This helped year one to successfully recreate the illustrations from the book and gave them a solid foundation for their paintings. |
| KS2 (Lower) |  | In year 3, we looked at original images of stone age art. We discussed the subject of the art and the different lines and marks they used to create their art. We are really proud of how year 3 used charcoal to create their own stone age art. As well as focusing on their drawing skills, they also used fruit to make their own ink to draw with. |
| KS2 (Upper) |  | In year 5, we looked at the work of Stephen Wiltshire and discussed what we liked and disliked about his work. We are really proud of the observational drawing skills that year 5 used to mimic Stephen's style. They thought carefully about how they could use pattern and texture to allow them to create accurate cityscapes. |



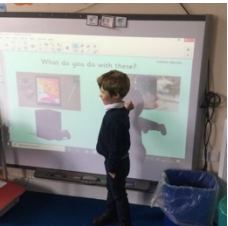


6b Computing

Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Teachers are confident and effective in delivering the use of technology in lessons. | <ul style="list-style-type: none"> Attend courses to enhance subject leads' confidence and knowledge ● Provide planning support ● Make it clear to staff that they can communicate computing needs to the subject leaders ● | |
| Respectful and responsible use of computing hardware across both sites | <ul style="list-style-type: none"> Locking device trollies and cables are tucked away ● Devices are returned to their appropriate trolley and charged ● Make sure devices are ready to be used by teachers ● | |

This half term, we have been learning about e-safety. Teachers made sure children were delivered guidelines that were age-appropriate, and in a manner that was engaging, memorable and clear.

Examples of our learning this term:

| | | |
|-------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS |  | <p>We are proud of learning how to use the devices and applications available to them safely. This included among other things: talking about what to do if they see a video they did not like on YouTube, the age they should be allowed to play some games and the amount of time they should spend on their devices.</p> |
| KS1 |  | <p>We are proud of recapping how to use applications safely, discussing safe practice and making use of the SMART acronym as a memory prompt for safe practice.</p> |
| KS2 (Lower) |  | <p>We have developed our safety ideas in KS2 to include questionnaires of current usage on various devices and developed innovative safety posters targeted specifically at their peers.</p> |
| KS2 (Upper) |  | <p>We are proud of pushing the Computing curriculum into new depths as we designed and developed our own apps, exploring and discussing appropriate safety features along the way.</p> |



6c English

Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To research and adopt an appropriate new Phonics scheme for James Wolfe in line with the new Reading framework, with a view to an 'all-through' approach so we have a holistic approach to the teaching of phonics from YN-6.</p> | <ul style="list-style-type: none"> ● Meet regularly as a phonics 'working party' to discuss and compare phonics scheme options. ● ● Train all staff on the new Phonics scheme and Reading framework to raise awareness and equip our staff to deliver phonics across the school. ● | <p>The phonics approach has been reviewed and a new scheme, linked to government guidance, has been purchased. (Little Wandle). Staff are currently being trained on this.</p> |
| <p>To create a reading support program across the school, which targets support for the lowest attaining 20% of children and those that are falling behind. The reading program will aim to be consistent from YN-6 with efficient transition year-on-year.</p> | <ul style="list-style-type: none"> ● Train staff so they are well-equipped to deliver this program. ● ● Train teachers to build an awareness of how strategies can be used to support children in class. ● ● JA and KM to work closely together to create a transitioning system that passes through the school year-on-year, with tangible data to analyse. ● | |
| <p>To improve writing standards across the school.</p> | <ul style="list-style-type: none"> ● To re-visit new policies regarding the planning and delivery of writing sequences within PDMs and training conversations. ● ● To ensure assessment is strong and accurate by renewing learning ladders and training staff on robust assessment. ● ● To adopt a new handwriting scheme (linked to new Phonics scheme). ● ● To train staff on in-class spelling strategies and target the vocabulary gap (widening children's awareness and understanding of a wide range of vocabulary). ● ● To ensure there is a carefully planned 'writing journey' through the school, with children experiencing the chance to produce a wide range of writing genres. ● | |



Examples of our learning this term:

Children use a range of reading strategies to read fluently and comprehend what they've read.

| | | |
|---------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>EYFS</p> |  | <p>In EYFS, the children have been developing their phonological awareness. In Nursery, the children have been learning to distinguish between environmental sounds. In Reception, pupils have been learning to distinguish between different units of sound, including words, syllables, onset and rime and phonemes. We are proud of the learning in this photo as it demonstrates how the children are using the skills developed in Autumn 1 to distinguish between different phonemes. In Phase 2 of their phonics journey, the children are learning to make the connection between phonemes and graphemes using cued articulation. Security in this skill will support them to become fluent readers.</p> |
| <p>KS1</p> |  | <p>In Key Stage 1 children have been developing their blending skills using their phonetic knowledge. In this picture, the child used their phonetic skills to blend words and show their understanding of a sentence by matching it to a picture independently. Across Key Stage 1 children continue to use their phonetic knowledge to blend unfamiliar words. The application of this skill helps them to become fluent readers.</p> |
| <p>KS2 (Lower)</p> |  | <p>We are proud of this learning as it shows developing reading skills in Year 4, both in terms of understanding and their stamina to write in depth analysis of a text. The piece of work photographed demonstrates their ability to infer information about a character. They have proved they can empathise with a character and are growing confident in identifying cause and effect within a text. The child is also writing with more stamina and is able to answer an extension question to retrieve information.</p> |
| <p>KS2 (Upper)</p> |  | <p>We are proud of this work because, in Upper Key Stage Two, we ensure children are well-equipped to critically analyse a book and provide opinions on texts they have read. In this piece of work (left), this Y6 child has been able to look at an extract from a new book and critically evaluate areas of the book they would enjoy and areas of the book that would not suit their interests from reading a short extract. Next to this evaluation (right), this child has provided accurate inferences about four different characters, being able to orally explain what emotions characters would have been feeling through the extract they read and noting them in a way that can provide an easy comparison between characters. Both pieces of work show a strong command of fluency and comprehension as the reader has been able to quickly interpret two different extracts in two different lessons by reading with speed and producing well-presented, high-level responses to independent tasks set.</p> |



6d Geography


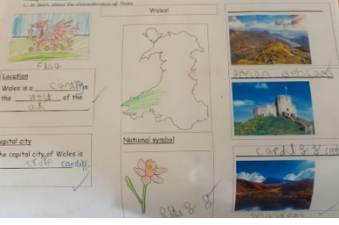
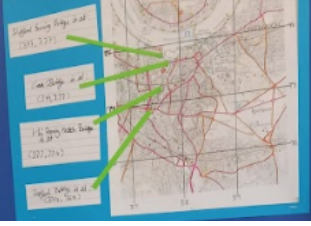
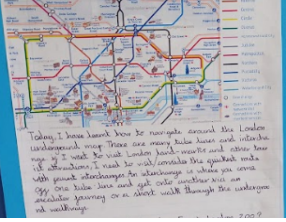
Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| To raise the profile of Geography in the learning environment both in and outside of classrooms | <ul style="list-style-type: none">● Geography skills to be displayed through Innovation Project ●● Classrooms to have an element of Geography within displays. For example through maps, globes, pictures of local areas, flags) ● | The profile of geography was raised through the innovation project. The impact of this on pupils' knowledge is currently being evaluated. |
| For all year groups to have at least one Geography themed trip per school year. This could also include mapping out a journey for a school trip | <ul style="list-style-type: none">● Explore provision of local museums and venues ●● Find links to our own curriculum within each year group ●● Suggest possible trips ●● Share with members of staff ● | |
| Monitor the new Geography Curriculum Development Plan within year groups | <ul style="list-style-type: none">● Review topic books once per term ●● Compare learning to the document ●● Collect photographic evidence of learning ●● Make sure there is progression in the skills between year groups ● | |



Examples of our learning this term:

Locational and Place Knowledge: At the beginning of the school year children have been exploring their local areas and city. Children used map skills across the school to locate landmarks, countries and physical/human geographical features. There has been clear progression throughout the school ranging from talking about local areas to identifying key features then locating specific features on a map using grid references.

| | | |
|--------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS |  | Children explored their local area whilst engaging in their phonics learning. Children identified sounds around them as well as prominent local features in and around the school. |
| KS1 |  | Children used maps to locate the four countries in the United Kingdom. Children then looked in depth at each of the four countries exploring flags, landmarks and geographical features or regions. |
| KS2 (Lower) |  | Children developed their use of maps through a river project. They looked at historical maps and located local bridges using 6 figure grid references. |
| KS2 (Upper) |  | Children used maps to locate major landmarks in their local city. They used these skills for a project where they created a game based on the London Underground Tube map. |



6e History


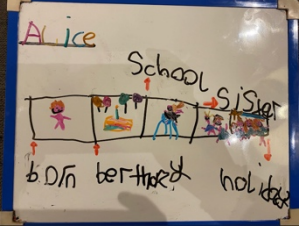
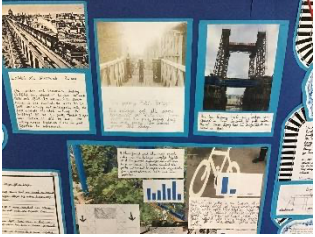

Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">To continue to diversify our history curriculum in order to avoid Brito-Centrism and encourage children to see their connection to the past – celebrating historical achievements | <ul style="list-style-type: none">Leads will support teachers with adapting their planning ●Visuals (teaching and learning), displays and timelines will promote inclusion & diversity ● | <ul style="list-style-type: none">Children made connections to the past reflecting on their own experiences.The history curriculum includes wider diversity celebrating the achievement of people from different cultures. |
| <ul style="list-style-type: none">To develop strategies to support our children in retaining newly acquired pieces of historical knowledge | <ul style="list-style-type: none">Knowledge organisers will be used for each historical period of time/topic taught ●Leads will support teachers in considering resources and methods to assist recall & retention of historical facts e.g. drama, debating ● | |
| <ul style="list-style-type: none">To support teachers in evidencing the history learning using the curriculum intent document for learning outcomes | <ul style="list-style-type: none">Support teachers in using innovative and creative ways to evidence learning ●Termly informal evaluation of children's workbooks and display evidence ● | |



Examples of our learning this term:

The photographic evidence below illustrates children's learning in comparing and contrasting changes, causes and significance of periods of history. Children have gained knowledge about an aspect of local history, tracing how several aspects of national history are reflected in our locality.

| | | |
|-------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS |  | <p>We have begun their journey as historians by reflecting on a significant moment within our personal history. Using photographs from home as a source, we have been sharing the stories behind the captured moments before reenacting the photographs we shared in class in our free-flow activities. This has helped us to understand the concept of events having happened in the past and that a source (in this case a photograph) only gives us <i>some</i> information.</p> |
| KS1 |  | <p>As we develop as historians, KS1 have been creating timelines of significant personal events. Building on our skills learnt in EYFS, we have used a range of sources; photographs, personal accounts from family members as well as our own memories, to select the events we consider the most significant. We then worked to order the events chronologically and present them in timelines that we will add to throughout the year.</p> |
| KS2 (Lower) |  | <p>Our learning, showing an aspect of history significant to our locality, evidences development from KS1 in our application of historical enquiry skills and how the past is represented with historical interpretation based upon evidence and its source. Carrying out local exploration of London transport over time, including a significant turning point in British history with steam train travel, children gained knowledge of the history behind the naming of local bridges joining Deptford to Greenwich.</p> |
| KS2 (Upper) |  | <p>Our depth study, illustrating a history trail on foot, builds on learning in lower KS2 as children used critical thinking skills on how history can be represented and interpreted in different ways. This included exploration into the changes in royalty, trade, settlement and leisure, reflected in our locality through local historical landmarks and land use. Our trail included visiting the Queen Elizabeth Oak, The Queens House, Rangers House, Saxon barrows (where archaeologists were digging for artefacts buried below) and Alms House. We considered trends over time and how the buildings and settings have a different purpose in modern day times.</p> |

6f Modern Foreign Languages (MFL)

This term, our MFL provision has focused on the continuation of our BSL teaching with additional sessions in other languages. We have a new language leadership team who are starting to prepare their development plan.

We aim to share this in the Spring Curriculum and Heads report.



6g Mathematics


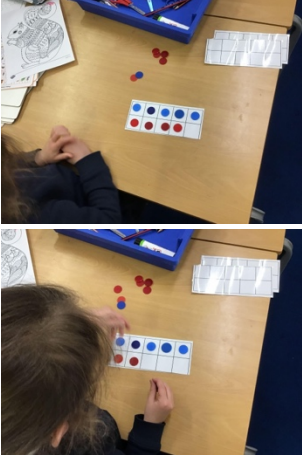
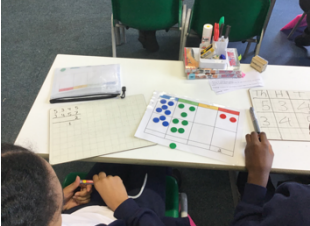
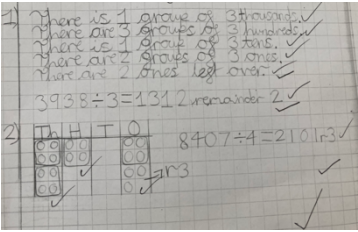
Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| For all children to use manipulatives and representations to support them in their learning. | <ul style="list-style-type: none">● PDM to train staff in modelling the four operations using manipulatives ●● Learning walk to see the impact of training and to review children's use of manipulatives and representatives to support their learning. ● | Training has taken place and staff welcomed the input about use of manipulatives. See evidence on next page. |
| For all children to be able to use mathematical vocabulary confidently to support oral and written reasoning specifically in place value and the four operations. | <ul style="list-style-type: none">● Create stem sentences and posters. ●● Share resources with staff training them how to use stem sentences. ●● Learning walk to review children's use of stem sentences. ● | |
| To provide and promote a clear sequence/structure of learning using white rose hub as a guide. | <ul style="list-style-type: none">● Create recommended structure for learning sequence. ●● Introduce structure in PDM. ●● Review medium term plans in line with structure. ● | Clear learning sequence structure has been shared with staff. |



Examples of our learning this term:

Place value learnt through the CPA (concrete, pictorial, abstract) approach. Following on from our early PDM on the CPA approach, all teachers have adopted this in their planning and teaching. The evidence for this was found in: book looks, environment walks with governors, pupil voice and a mathematics IP visit.

| | | |
|-------------|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS | <p>Reception</p>  | <p>We are proud of this learning as children are able to use perceptual subitising to recognise different numbers on a five frame. They are able to use the concrete resource to subitise (mentally picture) the abstract number. The enthusiasm towards maths was evident.</p> |
| KS1 | <p>Year 1</p>  | <p>We are proud of this learning as children are able to use conceptual subitising to partition a larger number. They are able to use the concrete resource to visualise the number in two parts.</p> |
| KS2 (Lower) | <p>Year 4</p>  | <p>We are proud of this learning as children are able to use concrete manipulatives (place value chart and counters) to represent a number up to 5 digits. They can mentally picture and create a pictorial representation to help them understand and partition the abstract number. In this example the child's understanding of place value has enabled them to complete an addition question first by partitioning, then by exchanging.</p> |
| KS2 (Upper) | <p>Year 6</p>  | <p>We are proud of this learning as children are able to use concrete manipulatives (place value chart and counters) to represent a number. They can then mentally picture and create a pictorial representation (in this case their own drawing) to help them understand the partitioning of the abstract number in multiple ways. In this example the child's understanding of place value has enabled them to complete a short division question first by partitioning, then by grouping and exchanging.</p> |






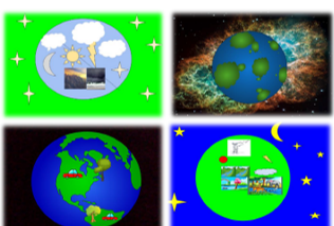
6h Music

Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| To get all year groups to do weekly music lessons using Charanga as support. | Have a discussion with year group leads about what/when/how they are teaching and gauge their confidence in using Charanga. ● | |
| To expose children in all year groups to playing an instrument. | Discuss the possibility of a budget for more instruments. ● Possible PDM to train class teachers in how to achieve this. ● | |
| Order more melodic instruments (glockenspiels or roll-up pianos). | Get into the music room to take stock and continue discussion about a budget for this order. ● | |

Examples of our learning this term:

Our children experience a wide range of music from different genres, they listen to these and then perform pieces based on their response to these pieces of music. As we move through the school children hear new music and learn about a wider range of instruments from different cultures.

| | | |
|-------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS |  | Children in nursery have been listening to a variety of nursery rhymes and singing along to them. They have also been listening to various pieces of music from different genres including jazz and classical. The children started to show an appreciation of music by listening to the instruments used in each song. |
| KS1 |  | Year one have been learning a chant to help them to learn the words to the gingerbread man story and practised clapping a beat to the chant to help them to remember the tune. They have used the chant alongside actions to help them to remember the words to the part of the story when the gingerbread man is chased by the farm animals. This has supported them to rewrite part of the story. |
| KS2 (Lower) |  | In Year 3, we have been listening to and appraising music from different genres and backgrounds. This usually includes using our listening ears to identify instruments (and voices), discussing the genre of the music and whether we like the music or not. The children enjoy trying to guess the instruments and then learning about the instruments they are not familiar with. |
| KS2 (Upper) |  | Year 5 have been listening and appraising the works of John Adams' 'Short Ride in a Fast Machine' and Hans Zimmer's 'Earth'. Throughout these topics' children have been creating artworks and composing their own musical motifs using instruments and voice. They then structured them into a piece of music and performed them as an ensemble. Children moved on to watch some of Hans Zimmer's memorable film moments, muted the clips and created their own film music using the music software called 'Band Lab'. |







6i Physical Education

Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| To draft P.E curriculum overview | <ul style="list-style-type: none"> ● Draft overview ● ● Share with SLT ● | |
| All year groups to have access for specialist coaching throughout the year | <ul style="list-style-type: none"> ● Contact coaches ● ● Liaise with year group leads ● ● Time table sessions ● | |
| To participate in a whole schools fundraising activity to children and young people of all ages and abilities to be physically active | <ul style="list-style-type: none"> ● Sign up for event ● ● Insert information into weekly Wolfe ● | |

Examples of our learning this term:

Examples of our learning over time show the progression of Dance through the school from EYFS to Year 6. Dance allows the children to be creative and express emotions and thoughts non-verbally through movement to a stimulus. It also develops the children's wider understanding of the benefits of improved muscle tone and strength, increased aerobic fitness, better coordination, agility and flexibility.

| | | |
|-------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS |  | <p>The children in Nursery have been learning Ballet. They have focused on movements using their legs by following the lead of their teacher. They are now able to perform a short dance in time with some music with a small amount of guidance.</p> |
| KS1 |  | <p>Children in Year 1 have been enjoying Zumba lessons this term. During these lessons they have focused on copying routines from the teacher including movements involving different parts of their body. They have also learnt to refine these movements to move with better control of their body.</p> |
| KS2 (Lower) |  | <p>Following on from the dance sessions the children experience in Key Stage 1, they continue to refine and develop their movements as they progress into Key Stage 2 (lower). We are particularly proud of the flourishing suppleness and fluency within this performance (photo), along with the fluent stretching and changes of speed and level as the children respond to the music stimulus.</p> |
| KS2 (Upper) |  | <p>As the children progress into Key Stage 2 (upper), their movements become increasingly controlled. In this photo, it is fantastic to see that the composition of their own dance in a creative and imaginative way, not only increases the children's self-confidence; it also enhances the group's social interactions in a positive manner. When viewed live, it was fabulous to see the completed performance showed clarity, fluency, accuracy and consistency.</p> |





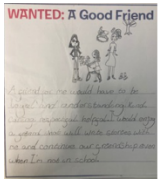

6j Personal Social Health and Citizenship Education

Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <ul style="list-style-type: none"> To set up a school committee that champions children's rights | <ul style="list-style-type: none"> Children are democratically elected ● Children have the opportunity to promote their rights within the school community ● | |
| <ul style="list-style-type: none"> To complete the PSHCE & RE wider curriculum document. | <ul style="list-style-type: none"> Meet with curriculum leads to finalise the wider curriculum document. ● | |
| <ul style="list-style-type: none"> To develop teachers confidence with teaching PSHCE and RE. | <ul style="list-style-type: none"> Launch the wider curriculum document with class teachers. ● Training sessions to support staff development. ● | |

Examples of our learning this term:

The theme of the photos below are positive relationships and emotions. The children have learned about how to respect themselves and others.

| | | |
|-------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS |  | <p>In Reception, the children have used The Colour Monster to learn about emotions (happy, sad, calm, angry, worried). They have learned to recognise those emotions in themselves and develop self-regulation strategies such as going to a calm space and taking deep breaths.</p> |
| KS1 |  | <p>In Year 2, the children have been discussing the different feelings they might experience and how they could affect how they behave with those around them. They have explored strategies to deal with a variety of feelings and how to get support with this if needed. They are proud of being able to better manage their emotions.</p> |
| KS2 (Lower) |  | <p>In Year 4, the children have been learning about the features of positive relationships and strategies to build positive friendships. The children know how to seek support if they feel lonely or feel excluded.</p> |
| KS2 (Upper) |  | <p>Year 5 has been learning about Diversity. Pupils have described their experiences of diversity and talked about their friends coming from different backgrounds and religions. To celebrate diversity in our community, the children in Year 5 have created a Diversity collage. They have identified the similarities and differences between themselves and their friends and learned to respect each other's differences, building stronger friendships. They learned to appreciate the unique qualities they have and how they can share these with others. They understand what discrimination is, how this impacts a person's feelings and how it must be challenged to build positive relationships. They developed strategies to support others who may encounter discrimination.</p> |





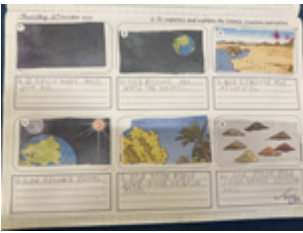
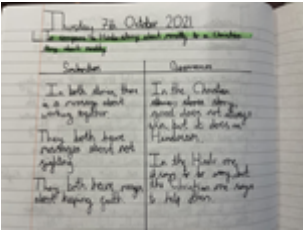
6k Religious Education

Subject development plan (November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Evaluation of the curriculum to ensure progression | Review the MTPs with year group leads. ● Book looks ● & Pupil voice. ● | The MTPs have been reviewed and these now give a clear progression of content across the year groups. |
| Promote 'learning from' objectives in MTPs. | Support year groups with key questions when planning. ● Book look ● & pupil voice. ● | |
| Ensure frequent and varied RE visits through the child's journey at JW. | Monitor RE visits for each year group to ensure at least 1 visit per year. ● Speak to year group leads about local, relevant places of worship. ● | |

Examples of our learning this term:

This term, we have picked out the thread of 'narrative in religions and faiths' from the children's RE learning. We feel that it is important for children to learn and remember many of the key stories from world religions. As children progress through the school, we expect them to be able to reflect upon the themes and values contained in these narratives and to make comparisons with other canonical stories.

| | | |
|-------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS |  | To mark the festival of Diwali, Nursery created these beautiful, decorated Diya lamps. The children were introduced to the story of Rama and Sita before reflecting on the significance of light in the story. The children also learned about how different religious celebrations affect the lives of families in our school and beyond. |
| KS1 |  | Year Two learned the names of several religious festivals and celebrations before ordering them on a calendar. By drawing an image for each celebration, the children were encouraged to remember a short version of the story behind them. This overview of world religions provides KS1 children with a foundation to build on and make comparisons in future learning. |
| KS2 (Lower) |  | Year 3 have been investigating the philosophical question: 'How did the world begin?' The image demonstrates their exploration of the Islamic creation story where they have sequenced and explained the events within the narrative. This question provides children with the knowledge to begin making comparisons between the major religions. |
| KS2 (Upper) |  | Year 6 have explored Hindu stories and have considered the ways in which these stories contribute to the Hindu identity. They have also had the opportunity to reflect on what has had an impact on their own identities. As pupils have developed knowledge of other religious stories throughout their time at James Wolfe, they were able to analyse and compare Hindu stories about morality to Christian ones. |





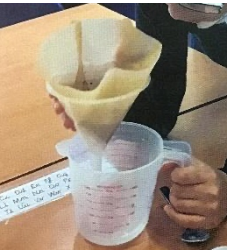

6I Science

Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| To ensure science write-up show a clear progression | Science leads will provide differentiated and age-appropriate write up frames to guide teachers of expected outcomes and a guide for how frequently this should be explicitly taught. ● | |
| To identify and address any knowledge gaps arising from prolonged school closure during the pandemic. | Science leads gather feedback from teaching staff to identify topics taught from home. Using the shared drive this data will be available for current children to raise awareness of the gaps in their new year group. ● Through learning walks and book looks science leads will monitor. ● | |
| To clearly show children where they are in their scientific learning journey. | Each year group will be provided with a knowledge organizer containing key vocabulary, facts, skills and scientists per topic as well as outlining the progression by highlighting relevant previous and future learning. These will be stuck in books at the start of each topic for the children to refer to. ● | |



Examples of our learning this term:

| | | |
|--------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS |  | <p>Children in Reception were using magnifying glasses to explore and observe the skin and the inside of pumpkins. They also showed a particular interest in how their faces changed as they moved their magnifying glass closer and further away from each other.</p> |
| KS1 |  | <p>Year 2 have been developing their observation skills using scientific equipment such as magnifying glasses, this has helped them to look closely to identify different materials and their properties.</p> |
| KS2 (Lower) |  | <p>Year 3 were choosing different equipment, such as funnels, measuring jugs and scalpels to investigate the appearance of rocks and their physical properties in order to compare and group them together.</p> |
| KS2 (Upper) |  | <p>Year 5 were using newton meters to compare the mass and weight of different objects. They used the meters to accurately measure these when investigating the effect of gravity.</p> |



7a Social, Emotional and Health development (SEMH)

Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Upskill staff including TAs to be first responders | <ul style="list-style-type: none">● Relaunch SEMH Team (who to go to) ●● Signpost for observations ●● Regular conversation to support and encourage ● | |
| Clear pathway for SEMH across the school including other services (including P2Be manager) | <ul style="list-style-type: none">● SEMH team meetings to resume● Review in-school staff and roles before referrals are made to the P2Be or Music Therapy services ●● Observations in class as part of pathway ●● Open and honest team discussions ● | |
| Embed referral system | <ul style="list-style-type: none">● Develop referrals on Google forms ●● Relaunch referral system in Autumn 2 ●● Feedback to class teachers ● | |



7b Special Educational Needs (SEND)

Subject development plan (updated: November 2021)

| Aim | Key Actions <i>(ongoing RAG)</i> | Impact <i>(when action/s are green)</i> |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| To review systems to ensure effective working across the school | <ul style="list-style-type: none"> ● Referral systems ● ● Collating & reporting of info ● ● Recording of information ● ● Develop use of Google Drive ● ● Clarify pathways for referrals and assessment across both campuses ● | |
| To improve SEND information sharing throughout the school | <ul style="list-style-type: none"> ● Embed use of Google Drive as part of information sharing ● ● Communicate system changes ● ● Timely information sharing (to inform reviews at progress meetings, etc.) ● | |
| To further develop the provision of additional support in English across all year groups | <ul style="list-style-type: none"> ● Use assessment process to inform and develop SEND support required within the classroom and as part of interventions ● ● Additional support in Phonics, especially Early Years and KS1 for the lowest 20% ● ● Establish English support groups in both campuses, primarily in Yrs 3-6 ● ● Embed use of Shape Coding to develop the acquisition of English skills for the lowest 20% ● ● Develop and embed the use of Clicker 8 (to support writing) where need is identified by SEND team ● | The SEND team has been successfully using the PhAB, Dyslexia Portfolio and Phonics placement assessments as part of a supportive graduated approach. |
| To develop the provision of additional support in Maths across all year groups | <ul style="list-style-type: none"> ● Develop an assessment process to inform SEND support required within the classroom and as part of interventions ● ● Additional support in Maths for the lowest 20% ● ● Develop use of Subitising to develop the acquisition of foundation Maths skills for the lowest 20% ● ● Embed the widespread use of concrete materials to support conceptual understanding of mathematical processes for SEND pupils ● | |





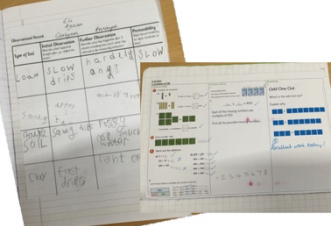


7c Centre for Deaf Children

Subject development plan (updated: November 2021)

| Aim | Key Actions (<i>ongoing RAG</i>) | Impact (<i>when action/s are green</i>) |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To secure a member of staff for three afternoons per week | Work with Gill and Steve to raise a job description and salary. ● Talk to any staff and their agencies and, if they come, from agencies we have used to find out about exit payments. ● Advertise, interview and appoint. ● | An appointment has been made and checks are currently being completed. It is hoped the member of staff will start before the end of the Autumn term giving extra capacity to the centre. |
| To maintain an integrated pathway for deaf pupils as they start | To ensure that children have timetables that reflect their capabilities. ● To have timetables that offer them opportunities to integrate and be part of their class. ● To work with teachers to ensure that they understand the needs of their Deaf pupils and know how to effectively plan for them. ● | Timetables are now fully in place and the impact of this is that pupils have now returned to mainstream classes when appropriate. We continue to work with teachers to support them to plan for our Deaf pupils. |
| To use technology and specialists curriculum tools to further children's learning. | Continued use of the iPads: update as needed ● Continued use of proloquo2go: update as needed ● Shape Coding ● Read Write Inc as an intervention ● | |



Examples of our learning this term:

| | | |
|-------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS |  | <p>In EYFS we have been learning about the world around us, we learnt about how jam is made and how honey is made.</p> <p>We then made sandwiched with either honey or jam, the spreading helped develop our fine motor skills.</p> |
| KS1 |  | <p>In Year 1 and 2 we continue to use Shape Coding to support English development through writing and understanding English Grammar. Some children are working in the early stages of Shape Coding and others are zooming ahead adding connectives and adjectives into their work.</p> |
| KS2 (Lower) |  | <p>We strive to support our children to access the mainstream curriculum when they are ready to do this confidently. Our current year 3 child are included for the majority of the week alongside her mainstream friends. Here are some examples of her work.</p> |
| KS2 (Upper) |  | <p>The children in Year 5 and 6 have been swimming, they have enjoyed taking part in an intensive block of swimming lessons. The children have enjoyed the lessons and look forward to them each week.</p> |
| BSL |  | <p>BSL teaching has continued through the excellent work that our class teachers have completed in using a range of BSL resources to continue their lessons in class.</p> |