

Summer Curriculum and Heads REPORT

Date written

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EHT





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1 Introduction from Heads

From the Executive Headteacher

Welcome to the summer curriculum and heads report.

As I read the summer curriculum reports it is wonderful to celebrate the fantastic learning that our children have completed this term across our 3 schools. At James Wolfe, I am struck by the collaborative learning that is discussed in many of the reports. Working together, our children have explored new knowledge and developed their skills. I also celebrate the depth of coverage that is evidenced across the whole curriculum. This has been demonstrated in each of 3 reports published this year. Our children experienced a truly rich, broad curriculum.

I would like to thank our leaders for writing their reports and celebrating our children's work. I would also like to thank them for their leadership of their subjects. They have clear goals for the subjects that they lead, and, through the long-term plan, these are successfully taught.

I have also completed the end-of-year evaluation for the partnership objective of our school development plan. When this was written, the political landscape was slightly different, and we thought we had a deadline of working as a Multi-Academy Trust. This has changed but our goal of working in a strong and effective partnership has not. Across this year, our partnership continues to strengthen and there are many examples of shared work. As we move into the next academic year, we need to understand the options for our group as we move forward. If we agree to formalise our group, this may include creating a plan to become a hard federation.

At the heart of our work as a group of schools will be the curriculum. Our partnership's goal is to ensure that every child receives a stimulating, rich and broad primary curriculum. This will inspire our children to learn and prepare them for future study in the areas of their choice.

Whilst there have been many challenges this year, I am reminded of the virtues from the ethical leadership framework for schools.

As leaders, we have built **trust** with staff and stakeholders and used our **wisdom** to shape our schools. We lead with **kindness** and **courage** seeking justice and demonstrating our **service** to our schools. Above all, we lead with **optimism**. Schools face many challenges (they always have). Our **optimism** ensures that we can support our communities as we find solutions and build strong schools.

Stephen Harris



From the Headteacher and Deputy Headteacher

We have had an amazing year at James Wolfe and I am able to confidently speak about all aspects of James Wolfe positively.

The curriculum and subject leaders have been working extremely hard this year with the support of Cheryl Raithby. With clear direction, the subject leaders have been supported with ensuring subject leadership is a strength at James Wolfe. What leaders say is in place is shown in lessons, both with external and internal review, through pupil voice and evidence in books. The clear progression of learning is evident both in overviews and in lessons. I am proud to say that subject leaders know their subjects well and the passion that was shown at our Curriculum Celebration event at the Royal Maritime Museum was really evident.

The equality work has begun with the support of Dr Christienna Fryar and The Black Curriculum- we are so excited about the curriculum being developed further so that we have considered the experience for every child in the school. This project will continue next academic year and we will use this format to look at other protected characteristics.

Pupil voice and leadership has been another focus this year with a launch of Pupil Leadership groups across all subject areas. So far we have had a History Hero day with a fantastic assembly, led by the children, as well as children dressing up as 'History Heroes', past and present. There are also D&T ambassadors who are holding a design competition for the secret garden. From History Heroes and Eco Warriors to Deaf Buddies and Marvellous Mathematicians, giving the children a leadership opportunity not only raises the awareness of a subject across the school through events, it also gives children responsibility, skills and an interest which they can take to secondary school.

Statutory assessment tests including SATS, Multiplication Screening and Phonics Screening have all been completed and we are awaiting results. There is a clear culture for learning at school and the children are excited to learn. From the evidence we see in lessons, books and from talking with children we know that our children have made fantastic progress with their learning and this should be evident in the results. Pupil progress meetings show that teachers know their children well and plan to meet the needs of their classes.

We have appointed 4 excellent Assistant Headteachers who will form part of the SLT from September. I am excited about the roles, their responsibilities and opportunities for innovation at James Wolfe.

We continue to see excellent learning across the school in all areas of the curriculum - just a handful of these are outlined within this report. My thanks go out to all who have contributed to the writing of the report and the delivery of the exciting and engaging learning experiences for our children every day.

Miss Gallagher



2 School information

General information

Year	Class	Teacher	Girls	Boys	Total	Year Total	Pupil Premium	Pupil Premium %	SEN: EHC	SEN: School Support
N	Apple AM	S Clipsham	10	8	18	39	0	0%	0	1
	Apple FT	S Clipsham	11	10	21					
R	Cherry*C	K Syrocki	9	18	27	111	19	17%	4	8
	Lime	A Cutts / R Parish	13	15	28					
	Mango	A Nutley	13	15	28					
	Peach	B R Usden	11	17	28					
1	Fir	L Cambridge	13	16	29	119	32	27%	3	13
	Hazel	B Seruti	15	15	30					
	Silver Birch*C	S Chaplin	13	17	30					
	Willow	K Thompson	12	18	30					
2	Beech	J Brown	17	12	29	115	34	30%	5	16
	Elm*C	D Richardson	14	15	29					
	Maple	C Smith	16	12	28					
	Rowan	H Khorami	13	16	29					
3	Ash	C Burnett	14	11	25	98	42	43%	4	15
	Cedar*C	S Parry	13	11	24					
	Oak	B Mistry	11	14	25					
	Poplar	A Joyce / A Lind	10	14	24					
4	Mercury	C Cope	10	15	25	96	42	44%	3	14
	Pluto	H Jenkins / L Renouf	9	14	23					
	Sun	R Whicker	12	12	24					
	Venus	L Twigg	10	14	24					
5	Earth*C	S Cameron	11	15	26	101	35	35%	1	17
	Jupiter	R Cowley	13	13	26					
	Mars	S Bell / S Fagg	14	10	24					
	Neptune	J Brinkman	14	11	25					
6	Moon	S Edgington	12	14	26	103	37	36%	6	15
	Galaxy	J Armson	12	11	23					
	Saturn*C	M Britton	15	13	28					
	Uranus	W Phillips	16	10	26					
Totals (inc Nursery)			376	406	782		241		26	99
% of whole (inc Nursery)			48%	52%			31%		3%	13%

Totals (ex Nursery)			355	388	743	% Full	241		26	99
% of whole (ex Nursery)			48%	52%		88%	32%		3%	13%

CENTRE FOR DEAF CHILDREN (included in above)		Girls	Boys		
C	YN/R	TOD - A Yeranossian	3	0	14
	Y1/2/3	TOD - A Yeranossian	1	5	
	Y4/5/6	TOD - F Gray	3	2	



Attendance data

Our school attendance figures are given below.

	Attendance 2021 2022	Attendance 1/9 to 11/11	Attendance 1/9 to End of Feb	Attendance 1/9 to 19/5
Year 1	N/A (YR)	93.1%	93.5%	93.4%
Year 2	93.1% (Y1)	94.4%	94.7%	94.5%
Year 3	93.8% (Y2)	95.7%	94.1%	94.7%
Year 4	93.7% (Y3)	96.3%	94.1%	95.0%
Year 5	93.4% (Y4)	94.4%	94.9%	95.3%
Year 6	94.6% (Y5)	95.5%	94.8%	95.0%
Whole School	93.1%	94.9%	94.3%	94.6%

The DFE Give the following useful national statistics (up-to-date data):

[LINK](#)

The absence rates across the week commencing 06 February 2023 were:

- 5.8% in state-funded primary schools (4.2% authorised and 1.5% unauthorised)
- James Wolfe: 5.4%, below national for this year so far.

The persistent absence rate across the year to date was:

- 19.5% in state-funded primary school
- James Wolfe: 14.4%, below national

Exclusions and suspensions

There have been 0 permanent exclusions and 2 suspensions served on a single child 0 since 1st September 2022.



3 School performance, evaluation and development.

School performance.

Verbal update will be given at the meeting. Statutory data will be added to this report when available, this will be presented at the business meeting in September 2023. Note publication date for KS2 results is 11th July 2023.

School evaluation and development.

The school evaluation and development google document is found at the following [LINK](#).

4 Equality objectives update

Verbal update will be given at the meeting.

FAIRER SAFER ACCESSIBLE INCLUSIVE

Royal Borough of Greenwich
Equality and Equity Charter
Everybody counts – a pledge for equality across Royal Greenwich

Royal Greenwich is a vibrant borough with a growing diverse population. We share an ambition to create a fairer, safer, accessible and inclusive borough where everyone feels they belong, has a voice and an equal opportunity to succeed and thrive.

We are committed to making a real difference by:	As an organisation we will:
<ul style="list-style-type: none">making Royal Greenwich a welcoming borough where everyone feels they belonginspiring trust and confidence in all the borough has to offerrecognising, valuing and celebrating diversitylistening to and understanding the diverse needs of all peoplebuilding good relations and understanding between peoplecreating a fairer borough through promoting inclusion, participation and equal accesschallenging discrimination, harassment, bullying, hate crime and victimisationeliminating barriers, encouraging a growth mindset, raising aspirations and creating opportunities for growth beyond limit.	<ul style="list-style-type: none">actively promote equalitywork with partners and the community to make our information, services and products more accessible and inclusiveput equal opportunity at the heart of our recruitment, employee development and service deliverycontinually review the diversity of our workforce and ensure it's representative of our local community across all levelsaddress all allegations of discrimination, harassment, bullying and victimisationpromote good relations between people from different backgroundsshare good equality practice with our partnersmeasure and share our progress and success.

ROYAL borough of GREENWICH



5 Subject Leadership Teams 2022 2023

STEM TEAM	
Mathematics	C Burnett, M Britton, S Parry
Computing	H Jenkins
Science	K Syrocki, D Richardson
HUMANITIES TEAM	
History	S Cameron
Geography	W Phillips
PSHCE	S Chaplin, F Gray
RE	S Bell, L Cambridge
COMMUNICATION TEAM	
English, phonics and Library	J Armson, C Cope, A Nutley, K Murcott
Languages	S Edgington, H Khorami, A Yeranossian (BSL)
ARTS TEAM	
PE	S Fagg, S Clipsham
Music	G Bruno, R Parish
Art	K Thompson, A Joyce
DT	L Renouf, A Lind



6a Art and Design with Design Technology (DT)

Feedback about curriculum development plan

This term we have achieved

The art team have met our very enthusiastic art ambassadors! Their roles have been introduced and explained to them and they have already undertaken their roles with gusto. So far they have met with the wonderful school governors where they discussed how children at James Wolfe excel at art and how it is woven through our curriculum. They have demonstrated their amazing creative minds by helping the art leads to visualise how we can improve the entrance to Randall Place. The art ambassadors have also helped to choose new artworks placed around Randall Place for our children to enjoy.

In May we completed a sketchbook look across Key Stage 1 and 2. There were lots of consistencies across year groups showing high quality artwork. The sketchbooks also showed clear progressions of lessons as well as lots of appreciation of the works of famous artists. We do still believe there is some work to be done on sketchbook expectations as we would like these books to be treated as well as the children treat their core subject books throughout the school.

We were hugely impressed with the number of children that submitted their original artworks to the Royal Academy for their Summer Exhibition and are incredibly thrilled that Ethan Harris in Year 4 is a finalist and will have his drawing "Mind Galaxy" exhibited at the Royal Academy this summer! Ethan described his picture by naming the different parts. The red part is "fear" which has escaped at the bottom. The green part is safe as it's surrounded by a "green vacuum and has been sucked into a black hole".

The art leads and curriculum leads have been meeting in order to finalise the details for the Summer Whole School Project. Our theme is Sculpture and we excitedly chose artists for each year group to study with their children and to inspire them in creating their own topic based sculpture. We are so excited to share our sculptures in our local community and have planned to display these on an art trail around Greenwich - watch this space!

Our next steps are

- Support year groups in their learning for whole school project.
- Liaise with Arts Society Greenwich and share the art ambassador's ideas with them.
- Pull all our Artsmark evidence together in preparation for submitting in October 2023.
- Provide year groups with age appropriate sketchbook expectations for September.



DT Curriculum Report

Feedback about curriculum development plan

This term we have achieved

This term has been very busy for the DT curriculum. We started the term with a deep dive into our DT provision at James Wolfe from our school improvement partner from Greenwich borough. We are delighted to say that the visit went very well and the improvement partner was very pleased with our DT provision.

During the deep dive we were able to share many successful examples of DT at James Wolfe and we were lucky enough to see two amazing DT lessons being taught in year one and year four. The deep dive was also a great opportunity for us at DT leaders to audit provision. As always we were very impressed by the high standard of DT in books and lesson. The improvement partner met our Royal Hill ambassadors and was very impressed with their passion and drive for DT as a subject but also their knowledge of the subject as well.

Our DT ambassadors at Royal Hill have already started a DT focused competition for the children at Royal Hill to design an item to be used in the new Secret Garden at Royal Hill. Our Randall Place ambassadors have met and are looking forward to making their own challenge.

As always DT has been shown to be a real strength in our school.

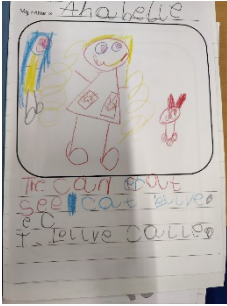
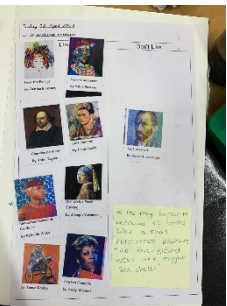

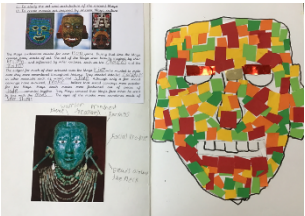
Our next steps are

- To make sure that DT specific vocabulary is embedded across the whole school.
- To Encourage innovation alongside sustainability
- Involving families and wider community; Parent Craft workshops, DT Challenge evenings, Folktale story sessions in the garden, Secret Garden grand opening, develop links with community events/projects such as 'Talk About Art and the Environment'.
- DT Ambassador workshops at lunchtime
- Worldwide influences to diversify the curriculum.






Examples of our learning this term:

Examples of our learning this term: Teachers are continuously considering how to support all students in their art learning. We have seen a number of strategies in which teachers have done this including early peer discussion and evaluation of artwork in Reception to the use of silent galleries (students walking around looking at and assessing their peers' artworks) in older year groups. All teachers are also using early response to art pieces in their sequence of learning to inspire, give confidence and generate vocabulary around the subject.

EYFS		<p>Throughout Reception the children have created self-portraits! This shows a huge amount of progression in their drawing skills and choice of colour. All children were supported by the use of mirrors to see themselves. The children also discussed similarities and differences they can see between themselves and their friends. The children loved reflecting back upon their previous drawings and seeing how far their art skills have progressed.</p>
KS1		<p>Year 2 have enjoyed responding to a number of famous portraits by a variety of artists. They verbally shared opinions on the pieces with their peers before using their sketchbooks to document what they liked, how the work made them feel and what inspired them. To support learning some children worked with an adult to help them document their opinions on the portraits.</p>
KS2 (Lower)		<p>Year 3 created some artworks in response to “Winter” by Vivaldi. Each child listened to the piece of music with the intended lyrics and thought about how it made them feel. Whilst listening they responded to the music using pastels and created lots of wonderfully cosy pictures with the swirling snowstorms outside. Some learners were supported by being given the opportunity to listen to the music before the lesson and create a workbank of “feelings”.</p>
KS2 (Upper)		<p>Year 5 has been studying the art of the Maya civilisation. This activity supported their fine motor movement as they had to really concentrate on cutting the paper and arranging it precisely. The children enjoyed exploring the artworks of the Mayans thinking about the detail included and how they achieved it.</p>



EYFS		<p>Reception have been making water runs using long and bendy pipes. They have been investigating the speed of the water travelling through the pipes. They have also extended this knowledge to marble runs. Looking at how the marble might travel quicker or slower over different surfaces and at different angles.</p>
KS1		<p>Year One have been designing masks for their carnival topic. They have been looking at how we can use and attach these masks to their face through looking at existing masks and how they attach to our face. They have also been designing their own shakers for carnival and investigating what will make the best noise inside their shaker. The children then showcased their amazing masks in a carnival. It was a wonderful joyous occasion.</p>
KS2 (Lower)		<p>Year Four were solving the problem of what container would be the best to carry their lunch to Randall Place for our picnic to celebrate the coronation of king Charles III. They spent a lot of time investigating existing lunch bags and picnic transporters. They were looking at the different materials that had been used and why these had been chosen. Also investigating the size and the shape of these containers.</p>
KS2 (Upper)		<p>Year 5 planned, designed and created amazing dioramas showing the layers of the rainforest, using cutting, shaping and joining skills. They used recycled materials to infuse a range of colour, texture and realistic forms inspired by nature.</p> <p>Year 6 are putting on 'Matilda' for their end of year show so are designing, planning and preparing materials to make their props/sets/costumes. This will involve applying their maths skills to scale up and use nets to create oversized school equipment. They will be sewing their 'uniforms' and creating structures to add to their stage equipment.</p>



6b Computing

Feedback about curriculum development plan

This term we have achieved

With teachers accessing and embellishing our [long term coverage](#) of Computing across the school, we have been busy creating digitally literate pupils in a range of ways: from using our Clicker software to assist SEND pupils type from visual word banks to designing games using differentiated levels of coding.

Digital leaders have met and implemented their own competition and have been excited about promoting computing across the school.

Teachers have gone above and beyond in ensuring devices are shared across year groups and utilising their own interactive whiteboards to not only allow pupils to access the computing curriculum, but all subjects in a visual and tactile way.

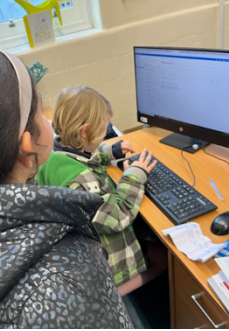


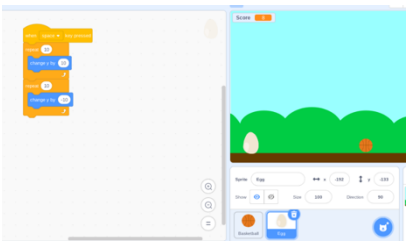
Our next steps are

- Creating a bank of Clicker words for various topics across all year groups.
- In Royal Hill, we met and discussed with the pupil computing representatives and decided on a project to encourage increased use of computing within school. We created a create your own game competition and are going to run termly competitions to encourage and promote computing within KS2.



Examples of our learning this term:

These photographs celebrate our broad and progressive computing curriculum:

EYFS		<p>Using devices have helped every child flourish as independent learners.</p>
KS1		<p>Computational thinking, giving and following algorithms and thinking logically have helped all of Key Stage 1 to be supported across their curriculum.</p>
KS2 (Lower)		<p>Lower Key Stage 2 have been using technology to enhance their learning and truly delivering a creative and engaging curriculum for all.</p>
KS2 (Upper)		<p>Upper Key Stage 2 have been creating their own games using coding skills, thanks to a competition led by the Digital Leaders.</p>



6c English

Feedback about curriculum development plan

This term we have achieved

Describe actions and impact.

- Biscuits and Books events happened across all year groups and have been very successful; year 3 have done several and EYFS weekly.
- English Pupil Leaders have applied and will be working to introduce a 'Readathon', which will be led by them. This will encourage children to read as many books as possible in a given space of time and give ownership over English to pupils across the school.
- Learning Walk focused on writing and found a number of successes across the school; explore and composition phrases were strong, in particular links with text and vocabulary acquisition. Scaffolding and modelling was used effectively to support all learners.
- Effective PDM on writing moderation based on processes in year groups helped clarify what areas needed to be focused on in planning to help most children make good progress and avoid gaps in writing.

Our next steps are

- Use Biscuit and Books as a termly approach (autumn: in hall, spring: in classrooms: summer, picnic) as opposed to Stay and Read sessions - communicate this with parents
- Analyse 'Motivation to Read' questionnaire as a team which will influence next steps for reading for pleasure from pupil voice
- Following the success of a group of volunteers, expand the invite and plan training opportunities in decoding and questioning. More engagement with parents and the local community to support all children to read.
- Following the learning walk the English team will now focus on supporting all children in the construct phrase of writing particularly sentence structures.
- Ensure teams are moderating reading and writing on a regular basis with a similar template which ensures gaps for writing and reading are planned for. English team to consider how teachers identify these gaps (writing moderation? From the key skills document once created? Timeline?).
- Create a checklist per year group based on the learning ladders that can be displayed in the front of the children's books to aid moderation and children's awareness of next steps.
- English expectations on assessment, moderation and teaching and learning will be reviewed for September 2023 by creating a long term skills document.
- We have reviewed options for a 'Reading Age Test' and are in the process of choosing a date of implementation. Look at reading assessment beyond Little Wandle and consider if our reading spine provides interesting and high quality examples of writing to inspire, model and provide teaching opportunities? Are we ensuring children are building their stamina for reading throughout the year?
- Teachers (and children) to rag rate and give their opinion on the reading spine and it's appropriateness linked to topic whilst providing opportunities for high quality teaching.



6d Geography

Feedback about curriculum development plan

This term we have achieved

- Remember and Revise starter activities have been shared with teaching staff. These are starting to be used to consolidate previous learning.
- Several children have successfully applied to be Glorious Geographers - pupil leaders who are passionate about subject. Having met with the geography leads, these children have suggested various ways of raising the profile of geography in the school, including competitions and displays. Watch this space!

Our next steps are

- Meet with partner geography leads to share best practice, especially in relation to the retention of geography learning from previous years.
- Put in place activities and events agreed by Glorious Geographers.



Examples of our learning this term:

This term, rather than focusing on specific geography content, we offer examples of how our geography learning aims to be progressive and inclusive. Each of these examples demonstrate a different teaching and learning approach that is aimed at ensuring all of our learners can access and enjoy the full geography curriculum. We believe that this is important because knowing about geography is one vital way in which our children can become active, global citizens.

EYFS		<p>We are lucky enough to have parents in the JW community who have a particular expertise they are willing to share with our children. This term, a parent of a Reception child visited to talk about her role at the UN, providing humanitarian support for countries following a natural diastase or war. This was an opportunity to learn lots of human geography vocabulary, such as 'flood', 'drought' and 'poverty'. These terms were discussed and put into context. The children asked some brilliant questions and completed this activity about food security.</p>
KS1		<p>Y1 have been learning about different carnivals around the world. In this particular example, you can see that some of the children were provided with the cut-up vocabulary so that they could prioritise geography skills over spelling and handwriting skills. This approach is also being used in geography across other year groups this summer term.</p>
KS2 (Lower)		<p>Y3 conducted a silent debate on climate change. The children came up with some very thoughtful ideas. As you can see, the children responded to each other rather than working individually in books. This activity was an inclusive way of learning about climate change both because many children find it easier to think and focus in a quiet space and because there was constant peer support. Y3 have consolidated their geography peer learning when constructing model volcanoes together recently.</p>
KS2 (Upper)		<p>As part of their rainforests topic, Y5 combined history and geography skills in this particular activity. The children used grid references to locate Maya settlements in Central America. To support children in remembering how to use grid references, the mantra, 'along the corridor, up the stairs' was used. You can also see in this example how the class teacher has used praise to motivate and acknowledge the effort put in by the child.</p>

Feedback about curriculum development plan

This term we have achieved

Continuing to cultivate high expectations for all our children, teachers have been supported in carefully considering the building blocks of progress in history learning, identifying the substantive concepts essential to our neurodiverse pupils and those working towards the expected in history. Knowledge has been regularly revisited and assessed to ensure they are obtaining a coherent narrative and are making links to previous history periods studied. We have balanced our ambition for children to access the full history curriculum, with well planned, scaffolded and supported learning in order to secure the knowledge they need to continue to access disciplinary knowledge. Progress has been synonymous with consideration of 'relevance' for our lowest 20% of learners starting with pupils' own knowledge, views and understanding, identifying their preconceptions and misconceptions - placing learning into context.

Our Pupil Leads - 'History Heroes' were guided in successfully planning and delivering a fundraising day, with donations given to our local food bank (developing community relationships) and additional history artefacts to immerse children who require a multi-sensory approach, into the past. Children dressed up as a history figure they admired, our Pupil Leads and Lead Teacher performed a Roman-focused play for all Royal Hill children, and in supporting the reinforcing, securing and development of history knowledge, all children engaged in an interactive (accessible) multiple choice quiz on google classroom.

Our next steps are

- To launch the 'buddying up' system across both campuses so children absent from history lessons, due to targeted phonic support and other early intervention group support sessions, have a peer to work with who will succinctly advise of the learning on their return to the class.
- To continue to encourage reflective questioning at the end of a topic to develop our children's skills in reflecting on the significance of an event, person or object related to British history.



Examples of our learning this term:

The photographic evidence and information below illustrate how teaching and learning motivates pupils, stimulating interest and enthusiasm. Through challenging, manageable tasks, drawing on real and familiar contexts, all learners can engage as they subsequently see the relevance to their own lives. What is noticeable is carefully planned initial stimuli including photographs and artefacts to engage pupils, and the scaffolding of an activity including sentence openers, word banks and spider diagrams to visualise concepts.

EYFS		<p>Using a comparing and contrasting approach to exploring the history of carnival, Reception children have used a diagrammatic approach. Teaching assistants have initiated pre-teaching to enable emerging children to formulate their ideas, and contribute during whole-class feedback. Children have considered the significance of Carnival and the traditions, including asking for parent/carer views. Role playing the cultural traditions - including samba dance and marching bands - have helped children to understand that carnival honours a community's unique heritage.</p>
KS1		<p>Working collaboratively in mixed ability groups, Y2 have devised enquiry questions to investigate the famous playwright Shakespeare using their developing independent research to seek out answers. They have delved into primary sources to investigate the time period of which he was alive and to compare Greenwich during Shakespeare's lifetime to modern-day Greenwich. Immersion into a child-centred play script read aloud supported the initial acquisition of the genre this historical figure is renowned for.</p>
KS2 (Lower)		<p>Through careful examination of a diverse selection of artefacts, Year 4 children have been able to draw inferences about cultural and social trends within Ancient Greece. This has reinforced their understanding of the geographical region and life within two different city-states – Athens and Sparta. Learning has been placed into context with reflection on their preference to be Athenian or Spartan. They have considered their own life expectations and experiences, supported in elaborating on justifications.</p>
KS2 (Upper)		<p>In Year 5's study of the Maya civilisation, children have examined the drawings of Frederick Catherwood. In recognising that the language of history may challenge learners, children have access to word banks, and new vocabulary is explicitly taught in context to extend proficiency. Access to knowledge organisers for all periods studied, have supported consolidation and enabled children to make connections with other civilisations developing understanding of this abstract term.</p>



6f Mathematics

Feedback about curriculum development plan

This term we have achieved

During the Spring terms, the maths team have focused on supporting and developing the knowledge of the teaching staff at JWPS. This was born out of discussions with teachers, ECTS and student teachers regarding their confidence at teaching problem solving. Our initial focus was to support the understanding of question choice within a lesson. During a teaching staff PDM, the Maths team introduced the various additive structures: aggregation, augmentation and partitioning, reduction and comparison. The feedback was really positive with teachers expressing their love of learning at such a depth in this subject.

Whilst the maths team will continue to monitor and answer questions on additive structures they have recognised the importance of building on this excitement and therefore have delivered a training session on multiplicative structures. Here they intended to promote both this importance of the Mastery approach but also to re-highlight the necessity for rote learning timetables. They have introduced and modelled a whole school approach born from research to support our teachers in the successful outcome for JWPS pupils.

Finally, we have selected our Marvellous Mathematicians and met with them to discuss their roles and ideas for supporting maths across the school.

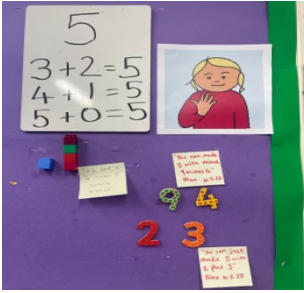


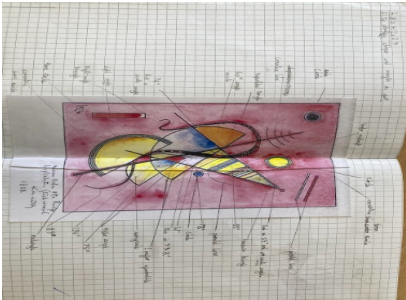
Our next steps are

- Implementing, supporting and monitoring the roll out and impact of the new timetables teaching sequence.
- Identifying the summative assessment tools used in each year group and streamlining them.



Examples of our learning this term:

The photographs celebrate our use of reasoning and problem solving.

EYFS	<p>Nursery</p> 	<p>Nursery have been focusing on numbers to 5. Every child is able to subitise numbers to 5 and can represent 5 using concrete and pictorial representations. They are encouraged to represent their understanding using a range of materials from concrete to abstract. BSL is fed through the learning.</p>
KS1	<p>Year 2</p> 	<p>Year 2 were delighted to learn about fractions this term. In order to support engagement and understanding for all children, cake and other edible treats were used to represent the mathematics in relative terms for: wholes, halves, quarters and thirds.</p>
KS2 (Lower)		<p>Year 3 have learnt about the relationships between the 2, 4 and 8 times tables. In order for all children to achieve this learning, small coherent steps in whole class chanting, mixed ability problem solving using concrete materials to expose the mathematics and focus group pattern finding was delivered.</p>
KS2 (Upper)		<p>Year 5 have been learning about the properties of shapes, including naming shapes and identifying angles. In order to support all children's interest and understanding they have made links to their local environment by finding angles in everyday objects and a piece of abstract art by Kandinsky!</p>



6g Modern Foreign Languages

Feedback about curriculum development plan

This term we have achieved

- We have met with our pupil language leaders to introduce them to their role and begun to think about ideas on how to promote MFL across the school. Our language leaders have given us some great ideas of dress up days and competitions that they would like to organise for Summer 2.
- We have suggested strategies to teachers that they can use to support their SEND pupils in languages through scaffolded and differentiated activities.
- From our meetings with our language leaders, we have begun competitions across the campus to showcase MFL. In EYFS and KS1, children were tasked with finding out how many different languages are spoken in their classroom and showcased these through tally charts. In KS2, pupils were asked to create a video of them singing or dancing to a song in a foreign language or showcasing their knowledge of different languages and sharing on Google Classroom.



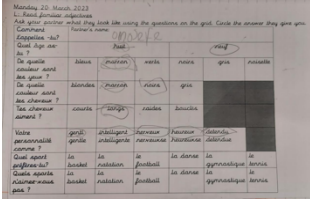

Our next steps are

- Conduct an MFL learning walk to ensure the coverage of learning reflects the long-term plan.
- Purposeful engagement in MFL, including writing directed at communities or other children in France or Spain. (Planned for Summer Term)
- Arrange another meeting with the pupil leaders to finalise ideas for International Evening next year.
- Organise an 'International Evening' for parents to attend and celebrate the different cultures in our school community - making links in the wider community. .
- Parent involvement (inviting parents from different backgrounds who speak MFL as a second language, to inform children about the region they are from; Impact: raise awareness of French and Spanish cultures around the world).



Examples of our learning this term:

These photographs celebrate how children are supported and scaffolded in their MFL lessons to encourage high quality language learning across our school.

EYFS		<p>Nursery pupils are always encouraged to use repeated visual and oral techniques to aid language learning and consolidation. Throughout this term, our youngest language learners have been building up their language vocabulary through classroom instructions, songs and games. Children are encouraged to practice their oral and listening skills daily and increase their confidence in speaking another language with their peers, contributing to their speech and language development.</p>
KS1		<p>Year 2 pupils have been using visual learning and reading strategies, such as flashcards and pictures, to memorise new vocabulary in a fast, social and fun way! They are then encouraged to converse with their peers, articulating the new vocabulary with correct pronunciation. This helps to model and guide them to the next step: sentence construction. It is important for learning to be scaffolded into small, achievable steps in order for all pupils to be able to retain language vocabulary and construction in their memory.</p>
KS2 (Lower)		<p>The children in Year 4 have been discovering the links between speaking and writing in another language by engaging in oral conversations and using these to help them in writing. Pupils were first given sentence builder templates in which they could choose the vocabulary and topics they wished to discuss. Afterwards, they were encouraged to converse with their peers, practicing their sentence structures orally and peer assessing each other. Finally, they were able to use this structured lesson format to write out a detailed conversation to consolidate their learning.</p>
KS2 (Upper)		<p>In Year 5, children are encouraged to see language learning as a communal activity and consistently help one another to become more proficient in French and Spanish. Lessons will often consist of white board games and multiple choice quizzes that mean all children are able to take part and have a go. Even for the most shy language learner, templates and scaffolds are used to help achieve vocabulary knowledge and sentence building techniques. It has been lovely to see how confident the children have become and how willing they are to take part in conversations with each other in another language. They are willing to take risks and identify areas where they need to improve.</p>



6g Modern Foreign Languages: British Sign Language (BSL)

Feedback about curriculum development plan

This term we have achieved

- There is now a medium term plan for Spring and Summer terms in collaboration with the ToD and deaf instructors. By the end of the year, there will also be an Autumn medium term plan. These will be adapted annually, however it creates a document that ensures that all skills and vocabulary have been covered from Nursery - Year 6, as well as creating links, where possible, to the topics children are learning in class to make it more meaningful and functional.
- Whole school celebration of Sign Language week when the BSL act was recognised by the government last year.
- Instagram is being used more regularly by the deaf centre. This will continue to be a focus as it is not getting the attention of the deaf community.
- BSL poster competition led by our BSL Buddies.

Our next steps are

- Start developing a way to record and evidence the weekly learning happening during BSL lessons.
- Continue to develop an online presence to be followed by the Deaf community.
- Establish as the Greenwich BSL centre for adults with Signature.
- Book training for staff to be able to confidently deliver both level 1 and level 2 courses.



Examples of our learning this term:

Alongside BSL vocabulary we have been developing conversational skills, looking at key factors of communication such as eye contact and facial expressions. Deaf awareness is also a big part of the curriculum, looking at deaf history and the journey deaf people have been on to be able to finally achieve the recognition of BSL as a language in England.

EYFS		<p>Reception children are signing 'help' as part of their superhero theme. BSL being linked to the class topic, particularly in the lower years, has had a positive impact on all children. Research shows how sign language supports language acquisition for children who are new to English or have additional needs. It also makes the classroom more inclusive for our deaf children.</p>
KS1		<p>Year 2 were focused on school signs and improving communication skills in BSL. By the end of the half term, children were able to have a conversation about what their favourite topic was at school, ask questions and explain why. This supports deaf children in the year group as it widens the topics they are able to communicate about with their hearing peers.</p>
KS2 (Lower)		<p>Year 3 learnt all about King Charles III and the vocabulary linked to the coronation. They were then able to ask questions using BSL grammar structure and answer them, linking it to their own experience. Children were excited to role play and develop their BSL conversational skills through pair and group work.</p>
KS2 (Upper)		<p>The Year 6 winner of the BSL poster competition! The poster shows a great understanding of BSL in England as well as its history. History and the BSL act has been a big part of the BSL curriculum this year across the school, with a great engagement from all hearing children and staff.</p>

Feedback about curriculum development plan

This term we have achieved

This term we have had the pleasure of selecting and working with our music pupil leaders. The leaders have shown great enthusiasm at the opportunity to represent their peers and create pupil ownership and direction of music across both campuses. We met with them to discuss their ideas for music in the classroom as well as across the whole school community. They decided they wanted to gather the opinions of their peers to ensure that the whole community was represented, and from this they created a shortlist of ideas and opportunities to help make music more accessible and inclusive. At Royal Hill, children decided to run a bake sale to raise money to purchase new whole class instruments such as the ukulele and djembe. The pupil leaders took ownership over the events and designed the posters and successfully raised money to purchase the instruments that they had chosen. At Randall Place, the pupil leaders decided to use the opportunity to plan a *fundraising* opportunity in Autumn 1 which *involves opportunities for home learning and performances*.

The leadership team has taken opportunities this term to observe and discuss how all pupils are supported and included during music lessons. It is clear that the use of sign language is embedded in all class music teaching which ensures that lessons are accessible and inclusive. This can be seen during class and year group performances, weekly singing assemblies and choir and orchestra performances. In addition, it is evident that music is a subject that all children are able to access. Children in all year groups are supported by peer working and the lesson sequences ensure lots of repetition and connection building.


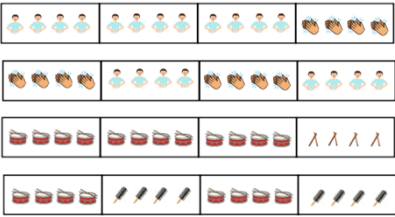


Our next steps are

- To continue to regularly meet with pupil leads and develop ideas to raise the profile of the music department and how we can make music more accessible and inclusive.
- To observe lessons and discuss planning to determine areas for development and ways to ensure all learners are engaged and motivated to learn music.
- Organise events for Autumn 1 run by pupil leadership.



Examples of our learning this term:

The photographs celebrate our strong progress in developing our listening, notation and technical skills about the violin and recorder.

EYFS		<p>In Nursery, music is embedded in everyday learning with a range of nursery rhymes and songs from around the world sung daily. Each song is supported by sign language which ensures that the learning is accessible to all. The repetition of daily singing allows each child to gain an understanding of the meaning of the lyrics and actions.</p>
KS1	 <p>(Image shows an example of repeated bars of music created by children)</p>	<p>In Year 1, children have been learning to read music using pictorial symbols. This has included body percussion and percussion instruments such as drums, whistles and rhythm sticks. The sequence of lessons have given children lots of opportunities to practice reading bars of music and repeating the beats and rhythms. All children are clearly supported using lots of images, repetition and peer working.</p>
KS2 (Lower)		<p>In Year 3, each class has been learning the piano. The detailed sequence of lessons allowed children to familiarise themselves with the instrument and gain confidence in experimenting with different notes, octaves and tempos. The children worked in pairs to explore the instrument and identify the difference between keyboards and pianos. In addition, performing in an ensemble allowed each child to show off their new skills. It was particularly clear that children who may not be so confident in reading could confidently access and embrace their new learning.</p>
KS2 (Upper)		<p>Year 6 have been developing their appraisal skills by listening to a range of music from the classic rock era. They have learnt how to discuss their likes and dislikes of the genre and also recognised different instruments and sections of a song. Using their recorders, the children have been developing their sense of tempo and rhythm through games and warm up activities. In lessons, the children have been building on their existing knowledge of notes and finger techniques as well as how to read further complex notations. Using this knowledge they have been able to improve and compose small pieces for their peers to enjoy.</p>



6i Personal Social Health and Citizenship Education

Feedback about curriculum development plan

This term we have achieved

Managed to explore how PSHCE is taught across the school and where PSHCE is recorded. In some year groups assemblies are used and in others it is taught as stand alone or through cross-curricular links. An initial meeting has been held with pupil leaders to introduce selves to the team. A second meeting is now required in order to launch a simple project/competition for the Summer 2 term.

Our next steps are

- Share expectations with year groups the expectations in PSHCE and make sure classes are using the long term skills document. It shows clearly what should be taught in each term and in which order. This will mean that year groups are teaching similar topics in PSHCE at the same period in the year instead of in random order. This will allow for progression to be more noticeable across the school in PSHCE topics of learning
- Simon and Fiona to meet with PSHCE leads in the school again in order to create an exciting and engaging end of term PSHCE focus. Transition focussed?



Examples of our learning this term:

The photographs and examples below show and demonstrate how all pupils in our school are able to access PSHCE in their learning. From hands-on approaches, stories, carnivals and art work, teachers have taught PSHCE in a cross curricular way. This has enabled creativity and allowed pupils to express and show what they have learnt through a variety of ways.

EYFS		<p>In nursery children have been learning about different jobs and people that help them. A pupil's dad, who is an orthopaedic surgeon, showed them how he helps people with broken bones by putting a cast on one of the dolls. By having an expert in demonstrating, this allowed all of the children to access the learning and to have a go for themselves. Children were engaged and were role playing being a doctor/surgeon for the rest of the morning in an area that had been set up purposefully to encourage further exploration and learning</p>
KS1		<p>Year 1 has been learning about diversity in their PSHCE. They have been learning about why it is so important in our school and why diversity is such a positive thing. To celebrate and highlight this, year 1 held a carnival to celebrate the diversity and range of cultures at James Wolfe School where parents and all classes were invited to join together. Through art, dt, singing and dancing children were able to learn about PSHCE in a variety of creative and engaging ways which enabled all pupils to succeed</p>
KS2 (Lower)		<p>Year 3 has been learning about what makes a good friend and why friendship is important. Through role play and hot seating (interviewing) pupils have come to learn what makes a good friend and how they can be a better friend to their classmates. By teaching through drama, it enabled all pupils to access the learning through a more creative and engaging way.</p>
KS2 (Upper)		<p>Year 5 has been learning about what makes a healthy living style. From food and drink to rest and sleep. Children were supported in their learning due to the fact it was taught in a cross curricular method. Using art as an outcome encouraged creativity which has no wrong answers. It enabled pupils to express their ideas and their learning in a variety of ways as shown clearly in the image.</p>



6j Physical Education

Feedback about curriculum development plan

This term we have achieved

We have continued our audit of the PE curriculum, focusing on progression of skills within phases and how it is demonstrated and measured across year groups. We carried out informal discussions with class teachers to reflect on the efficacy of our current coaches. We have started the process of exploring potential new coaches, broadening the opportunities for the children to access high-quality teaching from experienced professionals. We are hoping to create these ties with the current extra-curricular clubs.

Sports Day planning is underway with support from the PE Champions. The pupil leadership team suggested events for each of the sports day, in line with the skills they have been learning in their P.E. lessons.

With the introduction of the new playground equipment, children have been encouraged to take their learning from P.E. sessions and apply it to their playtimes, coordinating familiar skills and games with their peers.

Our next steps are

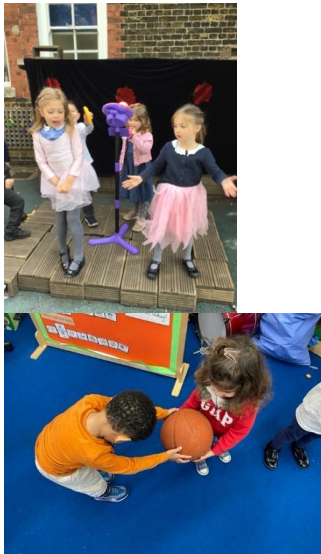
- Complete a learning walk across the school of teacher-led PE sessions
- Create and share a Google Questionnaire with year group leads regarding successes and possible improvements to our coaching team.
- Deliver sports day in line with the plan made by PE Pupil Leadership Team



Examples of our learning this term:

This half term we have been focused on developing the fluency, balance and coordination required in dance! P.E. sessions across the school are differentiated by outcome but there are opportunities in each class for the lowest 20% of achievers to be supported through effective scaffolding. That can look like: direct teacher support and modelling, working with a partner to afford an opportunity for peer work and peer support, pre-teaching specific dance-related language, or allowing for extended opportunities to explore concepts developed in P.E. sessions - particularly through continuous provision in EYFS.

EYFS



Reception have been developing their confidence through performance. During their P.E. sessions, teaching has focused on successfully navigating a space alongside obstacles and other learners. The children have explored a range of ways to travel, exploring the different levels of their body during the movement. They built on those skills by including music in their P.E. lessons, encouraging them to explore a range of travelling styles in a sequence. In response to the children's interest in this particular area of learning, a performance area has been set up as part of the outdoor continuous provision. The children are able to work together, or individually, to put on 'shows' and performances using the movement exploration and dances they have been developing in their P.E. lessons. Allowing for an informal opportunity to experiment with body movement presents a learning opportunity for the children that may find the more formal aspects of the discrete a more challenging experience, ensuring they can still work towards their ELGs.



KS1		<p>Carnival preparation is well underway in Year 1! The children have begun to choreograph a whole-class dance to perform at their Carnival celebration at the end of term.</p> <p>The children began by listening to the piece of music that their dance would be choreographed to. They initially explored movement by responding to the music. The freedom of responding to music through movement helps to build confidence in the children as they are not attempting to follow particular steps or to generate a sequence of choreography.</p> <p>The children have been using vocabulary that they are familiar with from music lessons such as, rhythm, beat, and counts of 8. These cross-curricular ties allow children to access vocabulary that is already familiar to them and apply it to dance specific learning.</p> <p>When developing choreography, the children are able to work in partners and small groups and are given separate sections of the dance to develop in their pairs/groups. The choreography is collaborative, rather than competitive, and allows each child to have input into the development of the dance, followed by having their work celebrated through the class performance.</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, fluency and partner work within this performance (photo), along with the fluent stretching and changes of speed and level as the children respond to the music stimulus, with some scaffolded input from the teacher.</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, regardless of ability; it also enhances the group's social interactions in a positive manner, allowing for opportunities of peer support. When viewed live, it was fabulous to see the completed performance showed clarity, fluency, accuracy and consistency.</p>



6k Religious Education

Feedback about curriculum development plan

This term we have achieved

This term we have found that staff and children continue to be enthusiastic and excited about RE learning! From looking at books and engaging in conversations with staff it is clear to see that all children are well supported to access learning about religions around the world. There have been many opportunities for children to explore key ideas and celebrations through images, videos and stories. Many year groups have used stories to hook children into a new topic. Children enjoy reading and listening to stories that have a religious theme or are based on a religious celebration as it brings the topic to life and teaches them about topics that they often have no previous experience of. Across the school lots of work has been put in place to support children who need some extra support. This includes opportunities for peer work, reading and matching vocabulary, role play and drama activities and topic quizzes. Children have made great progress in RE across the school.



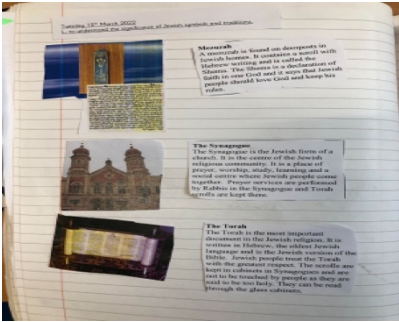
Our next steps are

- To build up a bank of key texts and stories with a religious theme for all of the religions studied at James Wolfe. We will aim to share this with staff and will encourage them to use those texts to hook children into their new learning. This will be particularly helpful when introducing festivals or celebrations that children have not had prior experience of.
- To create a key religious dates calendar that can be shared across the school. This calendar will highlight dates of religious festivals and celebrations that take place around the world. We will create a bank of ideas and resources for each celebration or festival so that teachers feel supported to acknowledge or celebrate special events that members of our school community may celebrate.
- To meet with the RE pupil leadership team and discuss ways to promote RE across the school. As a group, we will decide on one strategy e.g. a competition or celebration event for all children to get involved in and feel excited about their religious education.



Examples of our learning this term:

This term we have chosen to focus on looking at the meaning behind symbols, stories and celebrations. Children across the school have been encouraged to deepen their understanding of different religions by asking questions and finding answers to why symbols and stories are special and what they mean for communities across the world. The children have explored festivals and celebrations through stories and have developed an understanding of the values and key messages that are rooted within those stories. Children have made stories come alive by role playing using key vocabulary and symbols. They have been encouraged to reflect on the importance of the values within the stories and to think about how they can be promoted in our school and wider community.

EYFS		<p>Reception have continued learning about festivals and celebrations. The children read a story called sweet dates to introduce them to the celebration of Eid. Some children chose to set up an Eid feast in the home corner after learning about the festival. All children had the opportunity to look at and taste dates during class celebrations. The children learnt an Arabic song that is sung around the time of Eid and did some dancing. Children shared their experiences of Eid.</p>
KS1		<p>Year one have been exploring stories about Jesus' life and looking in detail at the values taught within those stories. The children learnt about several stories including the Good Samaritan and the Prodigal Son. They listened to the stories, watched cartoon videos of the stories and acted the stories out in small groups. The children then sequenced pictures and wrote keywords linked to what was happening in each part of the story. The children that needed extra support were given word banks to support with labelling the pictures and ensuring that the correct terminology was used.</p>
KS2 (Lower)		<p>Year three have been learning about the significance of Jewish symbols and traditions. Children that need extra support with writing were given extra help by reading and matching sentences to pictures before using key vocabulary in simple sentences. The children also started to look at Sikhism and the importance of the teaching of the Gurus. They looked at the messages being taught and the many ways that Sikhs demonstrate those messages in their own life. Children were encouraged to think about something that has inspired and influenced their own lives.</p>



KS2 (Upper)



Year five learnt about a Buddhist temple and the symbols that can be found inside. Learning was made accessible for all children as they had the opportunity to research using chrome books. Children had access to informative websites, images and videos to learn about a Buddhist temple. Children then presented their findings in a report or brochure. Children that need extra support were given a word bank with vocabulary to support their writing. All children then went on to create a Buddhist inspired piece of art.

Feedback about curriculum development plan

This term we have achieved

This term we have selected and chosen our pupil leaders for science which will in future give pupils the opportunity to have a voice in how science is delivered across the school. We met with them and discussed their ideas for Science Week and raising the profile of science. They helped us to choose the science investigations and competitions to be delivered during science week. The pupils took ownership over science week and built their own knowledge and skills. We have also checked and ensured the science resources were available and ready for teachers, enabling them to provide high quality teaching experiences. During Science Week, we posted a competition for home learning and received numerous entries from across the school, which showed engagement in the wider community. In many cases, parents supported children with researching scientific concepts. We also ran a whole school competition to design the slowest marble run. The entries for this competition demonstrated the progression of STEM throughout the school. In addition, each year group ran a set of different science experiments, not only did this raise the profile of the subject throughout the school, but children practised their enquiry skills. Furthermore, we had a visitor who ran a workshop to discuss women in STEM that the children thoroughly enjoyed; which supports our school Equity Plan and inclusive practice.





Our next steps are

- Plan a fundraising event to raise funds
- Explore different methods of collecting/evidencing investigations across the school
- Schedule regular pupil leadership meetings for the beginning of each half term
- Investigate CPD options for leading the subject



Examples of our learning this term:

The photographs celebrate how learning is scaffolded in different ways to ensure all children are supported to access the science curriculum.

EYFS		<p>Nursery have been investigating science in real-life contexts, such as cooking. They made predictions about how the ingredients will look after heating. The children practised using new language, modelled by an adult, while observing the changes during the process.</p>
KS1		<p>Year 2 have been learning about Living Things and their Habitats this half term. They have used visual aids to promote discussion and word banks to help support independent working. This picture shows children sorting different animals into their correct habitats.</p>
KS2 (Lower)		<p>This term Year 3 have been learning about forces and magnets. Here the children are working collaboratively in a mixed ability group to test friction using different objects. They supported each other's learning throughout the experiment practically, and through discussion to develop their knowledge and understanding of the key concepts.</p>
KS2 (Upper)		<p>Year 6 used microscopes to study organisms that are too small to be seen by the naked eye. The children each had a microscope, giving all children an opportunity to practise these valuable practical skills. They also supported each other by working in small groups.</p>



This term we have achieved

- Attended SENCO and specialist network meetings to establish the best use of the engagement model and pre-key stage standards to support data in the centre.
- All annual reviews have been booked with invites sent to relevant professionals and parents with sufficient time. These were prioritised based on children's needs, taking into account transitions or additional needs to deafness.
- Some annual reviews have now been completed and paperwork has been sent to the SEN teams in respective boroughs.
- Positive start to reverse inclusion in the centre where mainstream children who also benefit from a similar provision are joining. This is supporting our deaf children in building their confidence and developing their language and communication.
- Delivered 'Supporting Deaf Children in Mainstream' PDM with positive feedback from teachers that it had practical implications to their daily practice.
- Teaching & Learning continues to develop through centre medium term plans:

In the EYFS centre children have remained in mainstream class full time and are making expected progress in all areas. There is great communication with parents, who reinforce the learning at home. All new topics, including new sounds in phonics, are filmed on the children's individual iPads.

The Centre topic has been rich in language this term and allowed children to explore different stories. The core text has been 'Into the Forest' by Anthony Browne, which lends itself to learning about other traditional tales, looking for clues and making inferences. This has supported the children's understanding of questions and expanding their creative ideas. In Centre 3, children were able to expand from traditional tales to alternative stories with similar characters. Children really enjoyed exploring books like 'The Three Little Wolves and the Big Bad Pig'.

We will be ending the topic at the beginning of next half term by going on a visit to the Shrek adventure in central London. Both ToDs attended on a free tour to ensure that we are able to make it accessible to all our children. We are continuing to liaise with the team there, who are making all reasonable adjustments for all our children to attend and for us to be able to sign alongside the actors.



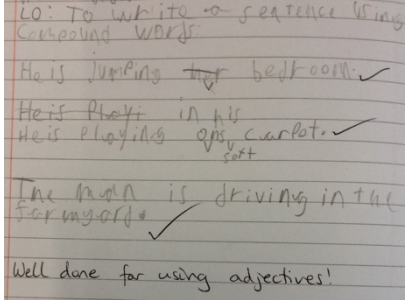
Our next steps are

- Plan for next academic year, ensuring that centre children are receiving the right provision.
- Timetable support for September to ensure that all staff are aware of their responsibilities before the Summer holidays.
- Move the centre classroom at Randall Place back to the sound treated room.
- Continue to advertise and increase online presence to be able to increase numbers.
- To deliver deaf awareness training to all staff in the school, particularly any new staff.



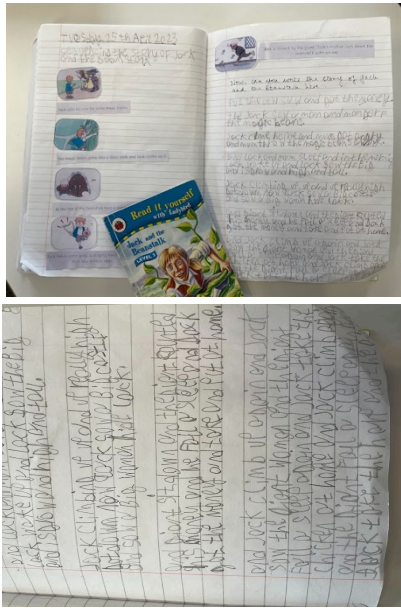
Examples of our learning this term:

The photos show a range of learning happening across the school both in the centre and in mainstream. It shows the large range of provision provided to meet individual children's needs.

EYFS		<p>In EYFS, the children particularly enjoy maths and are starting to develop their mathematical awareness as well as their mathematical language. They are engaged in classroom activities independently and need little support from adults. The hearing children in their class have also become extremely deaf aware and are using more BSL to interact with them. The centre children are an integral part of the class in every way.</p>
KS1		<p>Children enjoyed creating their own story maps of traditional tales such as 'Little Red Riding Hood'. The process of drawing different stories, to show understanding without language barriers, allowed children to have a better understanding of story structures and develop story language. They were then able to apply this knowledge to create their own stories using familiar settings and characters from traditional tales.</p>
KS2 (Lower)		<p>This year we introduced Little Wandle combined with cued articulation. The programme has been further adapted, with more repetition and at a slower pace. Children are enjoying learning phonics and have made excellent progress in their spelling and expanding vocabulary. In addition to writing the words, children have opportunities to use shape coding to use the words in different contexts to support understanding. Verbs were a large focus this half term and children were developing the range of present tense verbs used. This can be challenging for BSL users as verbs are not used in the same grammatical structure as it is in English. Our next step is adding adjectives to sentences, which some of our older children are achieving already.</p>



KS2 (Upper)



In Centre 3, children further developed story maps by filming themselves signing the stories and re-writing it using their own words. Watching the filming of themselves supported their language and they were able to write independently. This particular child was extremely proud of his work and told his teacher that he has never written as much. He received a Year 6 Above and Beyond award in recognition of his hard work, his increasing independence and hard work. The more efficient use of the iPad to support spelling and vocabulary was a great tool to encourage such independence and foster the love of writing.

8 Wider opportunities

- Friday enrichment clubs continue to be a success and featured in class celebration assemblies
- Our Year 6 children will be going on a residential trip to Kingswood Staffordshire. Next year, this will be moved to the autumn term to support our children and staff in building relationships early in the year.
- Pupil Leadership groups have been formed and events including History Heroes day have taken place. These will continue and be developed further next year.