

Autumn Curriculum and Heads REPORT

Date written

Authorised by

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EHT/ HT





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1 Introduction from Heads

From the Executive Headteacher

Welcome to the Autumn James Wolfe curriculum report.

The following report celebrates the learning across our curriculum this term. There are fantastic examples of the progress that our children have made and the range of different experiences that enable to remember and revise key concepts. Drawing out a few threads, there is clear evidence of progression in art skills through the portrait project, development of place value by applying greater than/less than signs and extending vocabulary in languages including BSL. Our pupils receive a rich a diverse curriculum that encourages them to love learning.

Across our partnership we continue to form links across the senior leaders in each school. This has enabled leaders to take part in peer reviews and this term we have had a visit to James Wolfe and we have visited a partner school. These experiences enable us to fully review the practice in our school as we are supported by the challenge of other leaders and we see different approaches other schools use.

Next term, we are working with the Greenwich Schools Association to develop a leadership framework. This will enable us to consider our own leadership in a shared language and identify strengths and development points. This will support our continued development of shared leadership community.

Enjoy reading our report!

Stephen Harris

From the Headteacher and Deputy Headteacher

We have evaluated our curriculum offer in a number of ways this term which has affirmed our understanding that the curriculum is rich, progressive and diverse. This has come in the form of learning walks, ECT observations, an external review with other school leaders and SIP, and Maths review. As part of our teaching and learning strategy, we have identified areas for teachers to focus their development on, including:

- Behaviour for learning
- Adaptive teaching
- Impact through use of support staff
- Feedback
- Oracy

Key indicators have been created with the staff and they have already begun observing one another as part of our teaching and learning strategy. This model supports teachers in their development, not because they aren't good enough but because they want to be even better.

This curriculum report gives a small snapshot of the experiences that we see everyday. We hope you enjoy reading about it as much as we revel in being part of it.

Victoria Gallagher and Cheryl Raithby



2 School Performance, Evaluation and Development

School development plan update

| SEF area | JW Objective | Progress of actions | | | | Summary comment for this term |
|----------|---|-------------------------|-------------------------|-------------------------|-------------------------|---|
| | | Green | Amber | Red | Blue | |
| QE | Our <u>mathematics curriculum</u> is further developed to support children in developing deep and lasting understanding of mathematical procedures and concepts. | 1 <i>out of</i> 4 | 2 <i>out of</i> 4 | 0 <i>out of</i> 4 | 1 <i>out of</i> 4 | We have conducted 2 learning walks, one with our SIP and there was a consistency in the delivery of maths teaching across all classes, with a focus on Maths Mastery. Following training the systematic, whole-class (school) approach to learning the times tables was observed and results in Year 4 are inline with expectations. |
| QE | Our <u>learning and teaching strategy</u> ensures there is consistently excellent teaching across all phases. | 2 <i>out of</i> 3 | 1 <i>out of</i> 3 | 0 <i>out of</i> 3 | 0 <i>out of</i> 3 | Key indicators have been developed with staff in the following areas: <ul style="list-style-type: none"> • Behaviour for learning • Oracy • Impact of support staff • Feedback • Adaptive teaching Each teacher has identified an area they wish to develop and have discussed this as part of their appraisal. Teachers have started observing within their trios this term. |
| BA | The culture and curriculum of our school ensures <u>equity</u> and <u>actively challenges discrimination</u> . | 0 <i>out of</i> 3 | 2 <i>out of</i> 3 | 0 <i>out of</i> 3 | 1 <i>out of</i> 3 | Please see equality objectives on next page. |
| PD | Improve the <u>quality of play</u> opportunities for all children. | 0 <i>out of</i> 3 | 2 <i>out of</i> 3 | 0 <i>out of</i> 3 | 1 <i>out of</i> 3 | An OPAL (Outdoor Play and Learning) working party has been formed. So far they have: <ul style="list-style-type: none"> • Observed playtimes • Audited policies, staffing and provision using an 18pt audit tool creating a baseline score • Started an action plan Training will be delivered to the whole staff in January. |
| LM | The <u>partnership vision</u> is embedded with leaders at all levels. <u>Collegiate links</u> continue to be built that preserve the unique of each school across our partnership. | 2 <i>out of</i> 5 | 2 <i>out of</i> 5 | X <i>out of</i> 5 | 1 <i>out of</i> 5 | We have held regular partnership development meetings (PDG) where heads discuss their own school development and consider threads that we can review at partnership level. This term this has included creating a shared peer review framework with a partner group. |
| EY | Play - see personal development. | | | | | |

SEF Areas

QE - Quality of Education; **BA** - Behaviour and Attitudes
PD - Personal Development; **LM** - Leadership and Management;
EY - Early Years Foundation Stage

RAGG evaluation key:

Red - should have started;
Amber - started and on track;
Green - completed;
Blue - not started



3 Equalities development

General information

| | JW Objective | Summary comment for this term |
|---|--|---|
| 1 | Ensure our behaviour policy and procedures are robust to ensure response to discriminatory behaviour is in line with equality act and staff feel empowered to deal with incidents. | Our policy and procedures have been updated with the staff through an INSET day with Stella Dadzie. SLT have noticed that staff have dealt with incidents inline with our policy and log this on My Concern. We need to receive feedback from staff on how they feel about dealing with incidents of discrimination. |
| 2 | Empower staff with giving tools and language to confidently be part of equality work | All staff have received anti-racism training in school. The behaviour policy has been updated to reflect discriminatory behaviour. |
| 3 | Embed diversity into how the National Curriculum is taught at James Wolfe | Dr Christienna Fryar has worked with the previous curriculum leaders in looking at the overview of the curriculum. She is now working with individual subject leaders to review subjects. Some changes will be 'quick' and easily added in. Others will fundamentally change how we approach diversity within the curriculum We hope to launch the new curriculum in Autumn 2023. |
| 4 | Embed our equity plan involving all stakeholders | We have met with our Parent Advisory board and have taken action based on their feedback. Our Equity working pirates within the staff group have formed. |

Behaviour report

| Number | EYFS | KS1 | KS2 | Commentary (if needed) |
|-----------------------------------|------|-----|-----|---|
| Exclusions and suspensions | 0 | 0 | 0 | |
| Racist incidents | 0 | 0 | 5 | 2 were made by the same child 1 was an incident outside of school by a neighbour |
| Homophobic incidents | 0 | 0 | 2 | |
| Individual Behaviour Plans (IBPs) | 0 | 1 | 3 | |



4 Subject Leadership teams

| STEM TEAM Co-ordinated by Mrs Curtis | |
|---|--|
| Mathematics | Chloe, Sophie P , Karen M (<i>focused on bottom 20%</i>) |
| Computing | Cassie & Hossay |
| Science | Katrina, Denise |
| HUMANITIES TEAM Co-ordinated by Ms Herbert | |
| History | Sarah C, Sophie McG |
| Geography | Wesley, Sarah F |
| PSHCE | Sophie C, Josie |
| RE | Shaniece, Lucy C |
| COMMUNICATION TEAM Co-ordinated by Mrs Simpson | |
| English, phonics and Library Reading | Aisling, Rebecca, Karen M (<i>focused on bottom 20%</i>) Abby G |
| Modern Foreign Languages | Simone, Aysan |
| British Sign Language | Astrid, Fiona |
| ARTS TEAM Co-ordinated by Mr Armson | |
| PE | Simon, Trevor |
| Music | Chelsea & Gianni |
| Art | Kathryn & Claudia |
| DT | Maddie, Lucy R, Amelia |
| OTHER AREAS Co-Ordinated by Cheryl Raithby | |
| Assessment | Richard |
| Pupil Premium | Richard |
| SEND team | Carol, Karen Murcott and Sarah C |
| Centre for Deaf children | Astrid |



5a Art Leadership Report

Subject Development Plan

This term we have achieved:

The art team identified that unforeseen class and whole school closures last academic year impacted curriculum delivery and as a result not all the art skills were covered in all year groups. As a result, we had to see which skills were missed and we recompensed this by introducing a whole school project based around art and literacy on the pupils return on September. A whole school review the same month commented on the strengths of displays linked to art and how they show clear whole school progression. We had a meeting with our new art team and went through our subject leader questions in relation to ofsted criteria ensuring that all of the art team are comfortable with the progression of art skills on the long term plan and prepared for a possible deep dive from ofsted. We have identified the art ambassadors for this academic year.

Our next steps are:

After discussion with other art leaders in our school partnership, we are working on creating as a team a vocabulary dictionary as a planning aid for staff across the partnership.

Meet with the new art ambassadors for KS2.

Finalise our statement of impact for the artsmark journey ensuring that the document demonstrates the impact the journey has had on the children's progress.



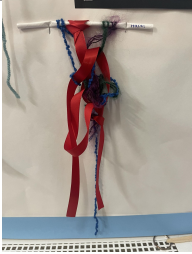

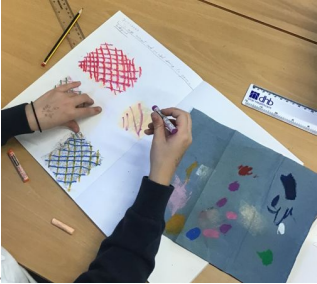
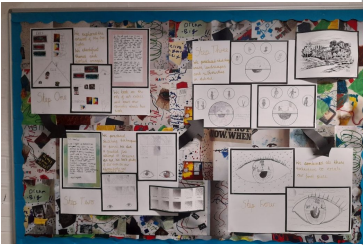
Art intent

A James Wolfe artist is confident to experiment and create with a wide range of materials and has been exposed to a variety of modern and historical artists. They can evaluate and analyse creative art and can produce imaginative and original work, exploring their ideas and experiences.

Implementation

Progression of art skills across all the year groups was evidenced in work and displays linked to a recent whole school portraiture project. A diverse range of artists was studied through the school and parents were invited to view these displays at parents evening.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|---|--|
| EYFS |  | Nursery's display was inspired by Joan Kendall, a weaver from south London. She creates tapestries that tell parts of her life story. Nursery created tapestries based on their families - each strand representing a different important person in their lives. |
| KS1 |  | In year 1, children built skills in printing. They explored printing using a variety of fruits and vegetables and classroom items. They then thought carefully about colour and used their final ideas as a background for their self portraits. Their work was inspired by the artist Orla Kiely whose work they studied and discussed at the beginning of this unit of work. |
| Lower KS2 |  | Year 3 were inspired by the artist Jean Michel Basquiat who often used oil pastels to create his work. They responded to some of his pieces including his self portrait. They discussed what they liked or disliked and the different types of mediums he used to create his work. They then went on to create a range of backgrounds using oil pastels in muted and accent colours and finally produced their own self portrait using oil pastels and in the abstract style of Jean Michel Basquiat's work. |
| Upper KS2 |  | This year 6 display shows the build up of skills through an art learning journey. Children began by responding to art through art appraisal and discussion around themes in art. Sketching techniques using pencil were remembered and revised and then applied to a guided sketch of the eye. Children used chromebooks to take images of their eyes. This allowed them to zoom into details and replicate these when sketching. This was combined with landscape sketching to create a sketched image of an eye linked to our local landscape. |



5c Computing Leadership Report

Subject Development Plan

This term we have achieved:

This term, we have reviewed the long term skills document to identify areas for development.

We reviewed and reinforced the principles of online safety, and children were urged to engage in open discussions and examine their own online habits, as well as how to promote safety among their peers.

We have motivated all students to assume responsibility for the care and maintenance of the computing hardware at both sites. We have provided clear instructions and guidelines for computer usage and celebrated students who consistently demonstrate good practice. We have digital leaders in class and across the school who oversee the care of the computer hardware, which has empowered students to take ownership for looking after the devices more independently.

Our next steps are:

Meet with the digital leaders to develop pupil voice within computing.

Train digital leaders in peer support for continued safe use of devices.

Review access to apps on devices across the school to enhance learning.

Ensure that teachers are using the long term planning document to support their lessons.



Computing intent

A James Wolfe digital citizen is confident using computer science to be an innovative user of information technology.

Implementation

This half term, our focus has been on having safe online relationships and improving our digital well-being. This empowers children to become responsible internet users who can navigate the online world safely.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|--|---|
| EYFS | | In Reception, pupils have been working on knowing that their work belongs to them by recognising their names and writing their names on work that they have created. They have also shared information about their homes and families and discussed who they can safely share this information with. |
| KS1 | <p>What should our Internet safety rules be?</p> <ul style="list-style-type: none"> ✓ Remember, not all games and videos are for children. ✗ Don't talk to strangers online and don't tell them where you live. ✓ If you are ever unsure what to do, ask a trusted adult for help. Who is a trusted adult? ✓ Always ask a grown-up for help if you see anything strange or unusual. ✓ What is personal information? How can you protect it? | In Year 2, students learned about staying safe online by understanding simple rules for using technology in different places. They talked about how following these rules can help them. The emphasis went beyond simply remembering the rules; it aimed at ensuring a deep understanding of why these rules are important, making them smart about using computers and devices. Through discussions, they figured out how these rules keep them safe in the digital world that keeps changing. |
| Lower KS2 | | In Year 3, students have been learning about online safety, including how to stay safe, recognising potential risks, identifying harmful content and learning strategies to handle such situations. They have built on what they learned in Year 2 by emphasizing the importance of following online rules. |
| Upper KS2 | | In Year 6, pupils have been delving deeper into their understanding of e-safety. Children thoroughly explored a list of scenarios and came up with ideas about how they could stay safe if they found themselves in potentially dangerous or uncomfortable situations. Not only did they share their existing knowledge, but they also detailed how they planned to incorporate the newly acquired strategies into their day to day lives to stay safe. As part of their continued learning, Year 6 received a visit from a local police officer who delivered a comprehensive presentation on maintaining safety in the realm of social media. |



5b D&T Leadership Report

Subject Development Plan

This term we have achieved:

James Wolfe pupils have been encouraged to use their imagination and creativity to design innovative products for a wide range of users. They have solved real and relevant problems within a variety of contexts considering the impact this will have on the user. They have drawn on their subject knowledge, making connections across the curriculum with mathematics, science, and art and have critiqued, evaluated and tested their ideas, designs and products.

The design technology team have reviewed the long term plan and amended the skills progression to ensure clear progression through the school.

Our next steps are:

- To ensure design technology specific vocabulary is embedded across the whole school.
- To make connections with the wider community, including families and businesses.
- To encourage innovation alongside sustainability.
- To diversify the curriculum through worldwide influences (e.g crafts people).
- To appoint new design technology ambassadors and develop their autonomy to raise the profile of the subject.





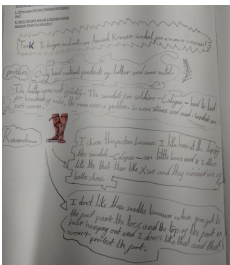
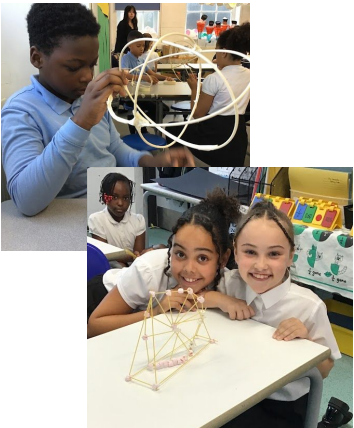
Design and Technology intent

A James Wolfe Design Technology enthusiast shows great interest in the world around them. They cast a critical eye upon objects they come into contact with and forever strive to make the world a better place through their analytical skills and design prototypes.

Implementation

James Wolfe pupils have designed and made high-quality prototypes and products for a wide range of users. They have understood and identified the purpose of the product and improved their design through analysis and evaluation, using their critical eyes. All children were able to find solutions to problems they faced.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|---|--|
| EYFS |  | <p>Reception have been designing and making their own Diva Lamps to celebrate Diwali. They had to think about how to construct their candle and plan their decorative features. They had a range of materials to choose from, inc scissors, sellotape, a paper plate, glue, card and decorative bits n bobs. We discussed its purpose and what we would need for it to be successful. The children shared their experience in group time, evaluating their work and discussing the parts that were tricky to construct.</p> |
| KS1 |  | <p>In Autumn 2, year 1 plan to make houses out of various resources in connection with their 'Three Little Pigs' theme Autumn 2. The children will plan and design their houses to fit the storyline and will evaluate their experience.</p> |
| Lower KS2 |  | <p>Year 4 have been tasked with designing and making a pair of sandals for a Roman man or woman. They discussed the problems faced by Ancient Roman sandal designers and researched the best solutions. They will create multiple designs before evaluating their work and choosing a final outcome. As part of the design process they will create a prototype to ensure their design is fit for purpose.</p> |
| Upper KS2 |  | <p>Year 5 worked with Arty Party to create their lanterns in preparation for the lantern parade through Greenwich. They used skills in joining and cutting to create the structures, and then considered aesthetics when designing the outside of the lantern.</p> <p>Year 5 have also been exploring London landmarks and the work of architects. Using only spaghetti and marshmallows, they were set the task of making one of London landmarks. They had to work strategically to think about the strength of their model and adapt their design to ensure the structure allowed an even distribution of weight.</p> |



5d English Leadership Report

Subject Development Plan

This term we have achieved:

- Early reading skills formed part of the whole school review whereby visiting headteachers were impressed with our early reading teaching. Some development points were given around oracy and vocabulary development, a need which was identified by the English team too.
- Established phonic intervention groups in each year group, delivered by a phonics champion, to continue supporting the children in their reading and blending skills.
- Introducing weekly comprehensions in Year 6 which will develop children's mastery of comprehension skills when approaching an unfamiliar text.
- Introducing classical texts (fiction and poetry) in Year 6 to enhance high level vocabulary which will in turn uplevel children's writing.
- Evaluating the reading spine through teacher and pupil voice. Children and teachers have shared their opinions on texts they have read, which has led to effective and positive changes to the reading spine.
- Researched and evaluated the handwriting scheme currently been taught across KS2.
- A book look which identified our next steps in approaching handwriting and feedback in writing.
- A learning walk in KS1 phonics which identified specific areas of coaching for individuals.
- Biscuits and books occurring through Autumn 2 for year groups which give parents an opportunity to read with children and hear about how reading can be further supported at home.

Our next steps are:

- Develop teachers' confidence in delivering robust high quality phonics lessons which show fidelity to the scheme.
- Rolling out weekly comprehensions across Y2 - Y6 to develop children's mastery of VIPER skills when responding to an unfamiliar text.
- Ensuring oracy and vocabulary development is carefully crafted at the beginning, and throughout the writing sequence. This will be introduced through the scaffold of 'Radial View' questions.
- Invest in a new handwriting scheme to develop children's handwriting stamina and presentation.
- Continue to develop and refine the reading spine based on teacher and pupil voice.



English intent

A James Wolfe reader finds pleasure in reading and has access to a wide range of diverse and interesting books. They are equipped with a range of skills to read with fluency, understanding and prosody. A James Wolfe writer is inspired by what they read to create engaging, creative texts. When speaking they articulate themselves eloquently with high quality vocabulary.

Implementation

These images show phonics teaching across all year groups. In EYFS and KS1 children participate in daily phonics lessons. Children are continually supported throughout their schooling with high quality effective interventions to rapidly catch up with children.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|---|---|
| EYFS |  | In Reception children are beginning to apply the sounds they have learnt when reading their first books! |
| KS1 |  | Children in KS1 are progressing through the phonics programme with great pace. Children are regularly assessed to ensure individualised interventions are put into place supporting them to keep up with their whole-class learning. |
| Lower KS2 |  | Children who have been identified as needing additional support in phonics were placed on a Rapid Catch Up programme to ensure they secure their phonic knowledge. Children are making good progress in these groups which is evident in their assessments. |
| Upper KS2 |  | We have daily interventions run by a trained 'Phonics Champion' who delivers short interventions to close the gap in children's phonic knowledge. EAL children are supported through 1:1 teaching to accelerate their reading skills. |



5e Geography Leadership Report

Subject Development Plan

This term we have achieved:

We have discussed the planning and teaching of geography with our partnership schools, with a view to sharing ideas about trips and learning questions.

Subject leads are happy that the geography long term plan is being translated into learning in the classroom across the school.

Our next steps are:

We are looking to refresh the geography competition introduced last year with the hope of creating an inspiring display that will raise the profile of the subject across the school.

Subject leads are due to meet assistant headteachers and attend training at the Maritime Museum to help ensure that geography is taught in an equitable way and remains sympathetic with the broader project of decolonising the current curriculum.




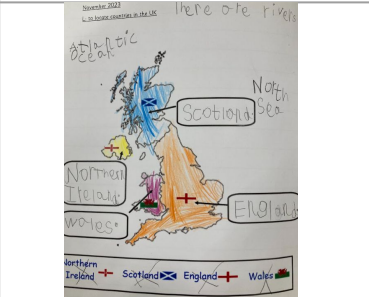
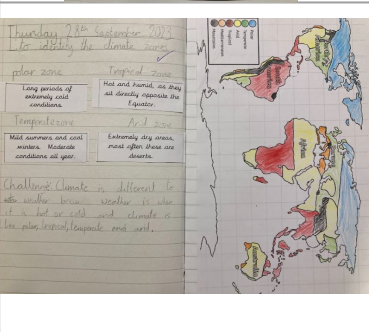
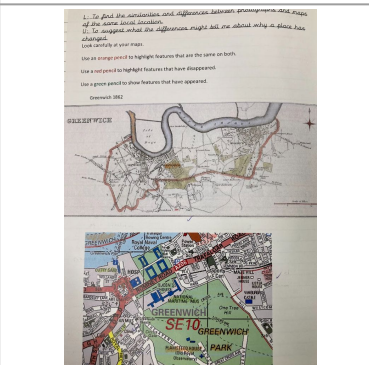
Geography intent

A James Wolfe geographer explores and understands the human and physical features of planet Earth. They are able to discuss the effects of human activity both locally and further afield through questions, investigations and purposeful fieldwork.

Implementation

The examples of work below share the theme of using maps to represent geographical information. In particular, they show a progression in the children's understanding of using a key to show geographical features.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|---|--|
| EYFS |  | <p>In Nursery, the children have been using computers to find out about the theme of driving. In doing this research, important foundation work has been laid in preparing our younger children to use the internet in a safe and responsible manner. As part of their investigating, the children discovered that Emil and Liliana Schmid have driven the furthest distance - and they still haven't stopped travelling yet. The children developed their familiarity with using a 2D world map in order to track where the couple have visited to so far on their travels.</p> |
| KS1 |  | <p>Year 1 have been learning about the countries that make up the United Kingdom: England, Northern Ireland, Scotland and Wales. The children were able to identify some of the characteristics of each country, including their distinctive national flags. They then used these flags in a key to label the four countries of the United Kingdom.</p> |
| Lower KS2 |  | <p>In this Autumn term, Year 4 have learnt about what climate zones are and where each of them can be found around the world. The children were amazed to discover that all of the main climate zones can be found in China, showing that climate is not solely caused by proximity to the Equator. Year 4 children completed a world map of climate zones, choosing their own colour key in the process. They also discussed how climate zones can change in the context of climate change.</p> |
| Upper KS2 |  | <p>Year 5 carried out a local study of Greenwich that took in both history and geography skills. In this learning, the children were given two types of map of the same area - an 1862 map and a recent Ordnance Survey map - and then asked to compare them in order to make inferences about the changing use of land over time. The children had to juggle two sets of keys from very different maps in order to accurately read the information before identifying similarities and differences.</p> |



5f History Leadership Report

Subject Development Plan

This term we have achieved:

- A whole school review with history teaching and learning observed, acknowledging strengths in drawing on prior learning through formative assessment, and high level vocabulary acquisition.
- A history curriculum plan review to identify further opportunities for the embedding of diversity and inclusion (including a focus on the Early Islamic Civilisation in UKS2). This has involved collaborative work with Christienna Fryar - the school's advisor on embedding an inclusive curriculum - to support our planning in identifying themes for each history period.
- Successful implementation of Black History Month celebrating the invaluable contributions of Black people to British society. The activities included the sharing of inspirational quotations from Black British figures for children to reflect on, exploration into resistance champions, a history enquiry competition focusing on Darcus Howe - his actions and impact on British society, and a display to celebrate our learning deriving from the learning achieved.
- The planning and implementation of school trips enriching the history knowledge and skills of our pupils.
- Strong links to The Museum of Docklands. The KS2 Lead is working in a teacher panel group at the museum to develop a school's workshop 'London, sugar and slavery' exploring London's involvement in the transatlantic slave trade.

Our next steps are:

- To finalise the reviewed history curriculum plan (continuing our dedication and work towards ensuring a diverse and inclusive history curriculum), and to support teachers in their planning and delivery of the changes ahead.
- To ensure major concepts are revisited at regular intervals with our pupils (migration, civilisation, empire)
- To continue to plan an end-of-unit assessment in the style of a reflection to enable teachers to assess our pupils' knowledge.
- To identify this year's 'History Heroes' (Pupil Leads) and decide on our priorities for the year.



History intent

A James Wolfe historian is able to reflect on factual evidence relating to the significance of a historical figure of the past and share their personal opinions with empathy. Engaging in historical enquiry, they are able to confidently discuss the causes and consequences of events the historical figure has been a fundamental component of, and evaluate the repercussions of the events both for the individual and the world.

Implementation

Within the photographs below, there is evidence of our children understanding the major ideas and events that shape the way our British history is understood - in particular, historical significance and the contributions of Black Britons. This element of learning supports our pupils in identifying causes and consequences of historical events and in devising their own questions to carry out further enquiry work.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|-------------|---|
| EYFS | | |
| KS1 | | |
| Lower KS2 | | <p>In their study of the Black British fight for civil rights, Y4 studied the work of Mavis Best. Working collaboratively, they engaged in dialogic talk discussing the SUS law and its impact on young black men. Children learnt of the supplementary school (North Lewisham Project) set up for African-Caribbean children who were underachieving in schools in the Deptford area, and explored primary sources reporting the demonstrations and government meetings she played a key role in. This learning encouraged children to explain the impact of her actions in the fight for equality.</p> |
| Upper KS2 | | <p>Within Y5's local study involving immersion into the history of Greenwich landmarks and their connection to settlement, trade, royalty and leisure, children engaged with the remembrance plaque of Ignatius Sancho and explored his journey from enslavement to freedom. Delving deep, children interpreted maps, identifying colonies and major slave trade routes, and debated whether any individuals benefited. Using the historical context (oppression, ignorance, empire) children used primary and secondary sources to explore his fight in the abolition of slavery and the impact Ignatius had on the world.</p> |



5g Maths Leadership Report

Subject Development Plan

This term we have achieved:

- Governors observing Maths.
- Whole school review.
- SIP Learning Walk.
- Maths book look.
- Environment learning walk.
- Supporting & monitoring of the implementation of our new Whole School Times Tables approach.
- Coaching Year 1, 3 and 4 through the migration using WR to NCETM as a resource to support planning.
- Met with RH pupil maths leaders to support the celebration and love of TTRS - yr 4 to 6.
- Maths week: focus of TIME and COMPETITION across the school.
- Hosting CPD for Specialist Teacher KS1 Maths Hub training and for Maths Mastery TRGs.
- ECTs receiving Maths Hub training year 1&2 as appropriate & in house training support for new KS1 staff for Mastering Number - through Maths Lead.
- MTC Autumn check and baseline established for year group - moderated against local and national schools using TTRS. Interventions established.
- Continued to audit our maths resources and ensure years group are well equipped for each unit that they teach.
- Agreed appropriate summative tests for each year group.

Our next steps are:

- Meeting Pupil Maths Leaders KS1
- Peer support Yr 1 in delivery of Mastering Number.
- Access Mastering Number resources and training for KS2.
- Clarify the vision for our migration to NCETM across the whole school - next steps in journey.
- Through phase meetings and planning meetings maths leads to support S planning of maths units.
- Interpret data from Whole School TT data to monitor children's instant recall facts - linked to tables. This will be shared with Phase leaders and YGr in order to recognize intervention needs for pupils and accountability across year groups.
- To support teachers when planning to ensure that they are able to identify and source the manipulatives that they need to teach a unit and streamline ordering process.
- Provide examples of exemplar working walls.
- Set up times table display boards, firstly at RH and then moving to RP.
- Research tests being written in line with the NCETM curriculum overview.




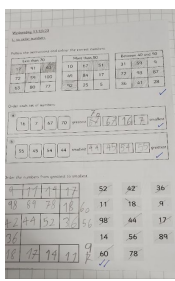
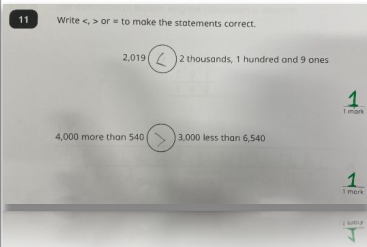
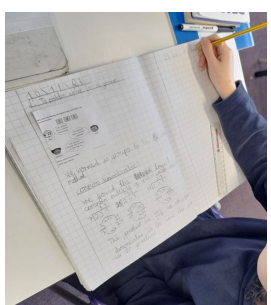
Maths intent

At JWPS care is taken to plan maths lessons, which enable all children to flourish. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts and the wider community.

Implementation

To ensure they are familiar with the concept of equivalence and to focus on the correct use of comparative language, as well as use of mathematical symbols (<, = and >).

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-------------------------|---|---|
| <p>EYFS</p> |  | <p>Reception: Compare numbers to 5. Comparing numbers involves knowing which numbers are worth more or less than each other. This understanding underpins the mental number line which children will develop later, which represents the relative value of numbers, i.e. how much bigger or smaller they are than each other.</p> |
| <p>KS1</p> |  | <p>Yr 2 : compare and order numbers from 0 up to 100; use <, > and = signs. Building on the children's understanding of the value of numbers, children are able to see the pattern of 1-10 repeated through the place value of numbers to 100. A particular emphasis on crossing 10 helps break down misconceptions.</p> |
| <p>Lower KS2</p> |  | <p>Year 4 - Comparing and ordering 4-digit numbers using <, > and = signs. Year 4 have been exploring efficient methods to compare and order numbers to 10,000. Children were asked to explore their understanding through a wide variety of representations and celebrate their understanding through summative testing.</p> |
| <p>Upper KS2</p> |  | <p>Year 6: Simplifying, comparing and ordering proper & improper fractions using <, > and = signs. Year 6 were invited to spend cross curricular time in English to reason their answers to comparison questions in full. This enabled them to grasp new technical language linked to fractions and to answer in an effective and efficient manner.</p> |



5h Modern Foreign Languages (MFL) Leadership Report

Subject Development Plan

This term we have achieved:

This term has been the start of an exciting year for MFL at James Wolfe. We began Autumn 2 with a learning walk across both Royal Hill and Randall Place campuses. In which we saw a range of teaching sequences and activities that were well paced, enriching and accessible for all pupils in the classroom. Teachers engaged in a variety of learning tasks which encouraged children to develop their oracy skills of listening and speaking, practise their reading and write increasingly longer and more challenging pieces based on vocabulary and grammar learnt in previous lessons.

Further to this, the MFL team were able to have their-Curriculum meeting with Miss Simpson this half term, in which we decided on what our next steps are for MFL at James Wolfe. Our discussion was very fruitful and lots of new ideas for how to help teachers with planning sequences, showing progression in learning sequences and showing progression across year groups were greatly received. We are also delighted to welcome a new member to the MFL team who was able to offer fresh ideas and new perspectives.

Lastly, as a new team, we have been able to meet and have discussions around the subject leader questionnaire. This has enabled us to really think about what MFL look like at James Wolfe and how we can make it accessible to all learners, enjoyable to teach and something that we at James Wolfe are exceedingly PROUD of!

Our next steps are:

- We would like to look at how to support our teachers with their planning sequences in order to ensure that there is progression across the four strands (speaking, listening, reading and writing).**
- We would like to ensure there is clarity on expectations for each year group especially in regards to writing outcomes.**
- We would like to have a greater focus on learning progressions- building on previous knowledge.**
- We would like there to be a focus on oracy and working on correct pronunciation in lower years.**
- We are planning to have a whole school MFL project linked with DT in the Summer term.**
- The MFL team, along with the Lanaguage leaders are planning international evening for later in the year- What does this look like? What will it consist of?**
- Simone would like a meeting with KSI at their phase meeting to discuss what MFL looks like in the lower years.**
- Simone would like a meeting with KSI at their phase meeting to discuss what MFL looks like in the upper years.**





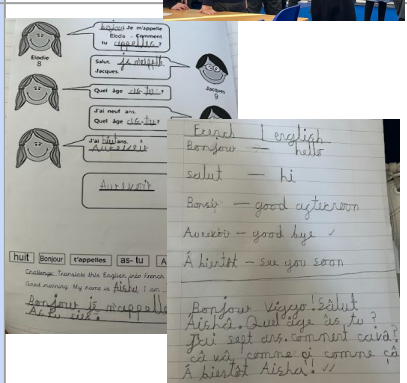
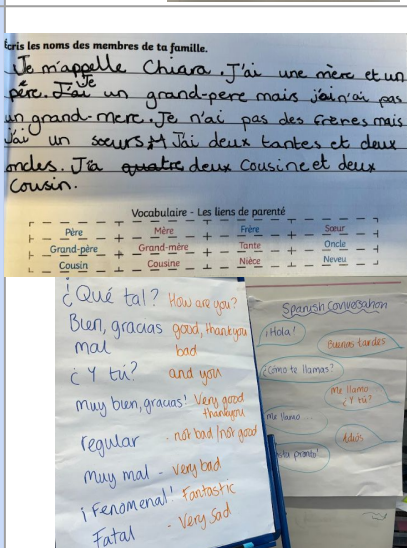
Modern Foreign languages (MFL) intent

A passionate James Wolfe language learner has the confidence and autonomy to access new and unfamiliar languages. They strive to become a fluent speaker of a foreign language to develop a cultural awareness of their own communities and encourage an understanding and a greater tolerance of others in the wider world.

Implementation

In these photos, we can see a clear progression of skills across both campuses with a variety of tasks that are targeted to the year group and individual learners. Through this, all children are able to access MFL lessons. Often showing high levels of enthusiasm and excitement for their learning.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|---|---|
| EYFS |  | This reception began their language learning journey through a focus on their understanding of the world and their place in it. They use their learning books (e.g Every house on Every Street) to discuss differences in their families and between themselves, often leading to an in depth discussion about what different languages they know and where their families are from. |
| KS1 |  | This year one class |
| Lower KS2 |  | This year three class have |
| Upper KS2 |  | This Year six class have been demonstrating their skills and progression through their learning sequences this term. The children have been encouraged to used the different opportunities available to them to practise vocabulary during register time, lesson starters and activities. Once they are confident with the vocabulary they begin building conversations and practising these orally with their peers. After this focus on oracy skills and vocabulary, the children are then able to build sentences and then into more complicated writing paragraphs focusing on grammatical and spelling skills. The prevalent use of working walls in upper key stage two help children to remember and revise their previous learning as well as observe the progression of the lanaguage as they learn. |



5i Modern Languages: British Sign Language (BSL) Leadership Report

Subject Development Plan

This term we have achieved:

- We have become a BSL centre accredited by Signature and are able to run both BSL level 1 and level 2 courses. Parents of deaf children have free access to this, which is a fantastic opportunity. Staff also get free BSL as part of their CPD. This year, we also have some members of our wider community paying for the BSL courses.
- BSL work is being recorded in books as evidence where possible - as a lot of lessons are in sign it is not always possible to record.
- Completed all medium term plans for the year for every year group. The planning incorporates a mixture of BSL level 1 course, Frank Barnes BSL curriculum and links them to the school topics to ensure that it provides context for the children. The progression is clear and evident in the Long Term Plan.
- All children across the school know how to sing and sign the Proud song, which is used at PROUD assemblies. There is a video of all the year groups signing and singing the song.
- All children across the school will be taught the signs for their Christmas songs / performance. The centre children will also have their own performance, as well as with their mainstream classes.

Our next steps are:

- Start recording end of topic videos of each year group signing what they have learnt that half term as part of the process to record and assess BSL more accurately across the school.
- Have a BSL video, word or phrase of the week, uploaded onto Instagram.
- Start teaching a new song to all children that they can sign and sing.
- Develop the role of the BSL buddies in the school.
- Build on signed graphics as part of learning environments






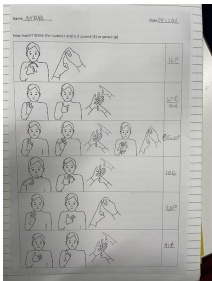
British Sign Language (BSL) intent

An enthusiastic James Wolfe BSL learner is one who learns new signs and develops their understanding of the language. They use it in different situations, interacting with deaf peers and adults throughout the day. This is partnered with developing their knowledge of deaf awareness, culture and history to make our community an inclusive and accepting place for all.

Implementation

Children have opportunities to practice using learnt vocabulary in pairs and identifying signs from pictures. The variety of activities ensure curriculum coverage and allows children to practice the functional use of BSL in different contexts.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|---|--|
| EYFS |  | Reception children have learnt to say good morning to their teacher using her sign name. They also have their own sign names and have started using it to address each other. Children are becoming confident in using signs alongside non-manual features such as facial expressions to communicate. |
| KS1 |  | Children in Year 1 are practicing their BSL numbers in pairs. Numbers are a key part of the BSL curriculum with a clear progression throughout the school. In Year 1 children know their numbers to 0 - 100. This supports their maths learning and ensures that BSL is cross curricular and purposeful for the children. |
| Lower KS2 |  | Year 3 have been learning all about the Stone Age in their topic lessons. BSL has focused on the Stone Age vocabulary to support language acquisition of all the children in class. Year 3 children enjoyed working in pairs fingerspelling new vocabulary to their partners to see if they can guess what word they finger spelt. |
| Upper KS2 |  | Year 5 have been learning to use their BSL number knowledge in different contexts and answer questions in simple conversations such as 'How much ...' and 'How old ...'. Each number location is different in BSL depending on the context, for example the number for age is from the nose. |



5j Music Leadership Report

Subject Development Plan

This term we have achieved:

This term, we have immersed ourselves in new musical experiences. We have started our work with an inspirational company called 'Rocksteady', giving children a chance to participate in a rock band assembly and then play in their own bands, leading to a concert at the end of term.

Our Y4s have enjoyed their first term of learning how to play the violin, learning all about the instrument and how to bow effectively. This has also developed their ability to maintain a simple part within a group when playing. In addition to this, children have had visits to Blackheath Halls for orchestral experiences!

Across the rest of the school, music lessons have involved learning a wide range of instruments, for example learning how to play the djembe drum in Y6. In weekly singing assemblies, children have become confident in singing in an ensemble, understanding the importance of perform with instruments and voice, using simple melodic and rhythmic parts, with control and awareness of what others in the group are singing or playing and singing songs from memory with accurate pitch and voice control.

Our next steps are:

- Ensure teaching of music lessons is strong and consistent across the school
- Provide wider, more diverse, musical experiences more frequently to all children
- Ensure Rocksteady is embedded and potentially expand the provision






Music intent

A James Wolfe musician plays a wide range of instruments through improvising, composing and performing. They appreciate and evaluate a wide variety of musical pieces.

Implementation

What area of the curriculum have you shown in the photos below?
How does this support achievement of the intent above.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-------------------------|---|---|
| <p>EYFS</p> |  | <p>The children in Nursery have been exploring a range of pitched and unpitched percussion instruments and learning the names for each of them. They have discussed the different sounds that the instruments make and experimented with different ways of playing them.</p> |
| <p>KS1</p> | <p>To be added in next week's singing assembly</p> | <p>Children in Y1 have been learning how to sing in a wider ensemble as they transition from Reception. Participation in singing assemblies has allowed children to work on the key skill of using their voices expressively and creatively by singing songs and speaking chants and rhyme. They have started to discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> |
| <p>Lower KS2</p> |  | <p>Children in Y4 have been learning all about the violin, including the different parts of the instrument. In sessions, children are learning how to play different notes and how to play in an ensemble. Children are also learning how to change pitch and dynamics by using their newly learnt skills.</p> |
| <p>Upper KS2</p> |  | <p>In this picture, children in Y6 are practicing reading musical notation and playing the djembe drum rhythmically. Children have learnt music appreciation through learning about music from a different culture, whilst also learning to play in an ensemble and play rhythmically with an understanding of the value of notes.</p> |



5k Personal, Social, Health and Citizenship Education (PSHCE) Leadership Report

Subject Development Plan

This term we have achieved:

- Whole-school project linked with art
- Completed initial training with Mental Health Champions
- Each class developed a charter based on their class values
- Initial meeting with Dr Christina Fryar to review the PSHCE long-term plan

Our next steps are:

- Develop whole-school language around zones of regulation
- Redraft the long-term plan with the suggestions from Dr Christienna Fryar in mind
- Meet with Dr Christienna Fryar again to further develop the long-term plan



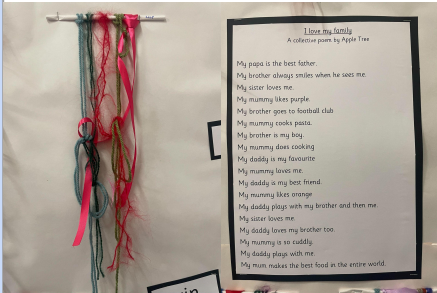
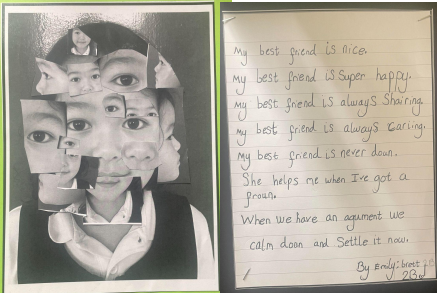
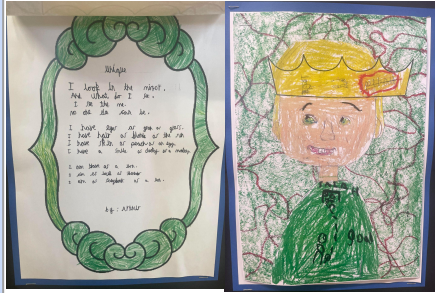
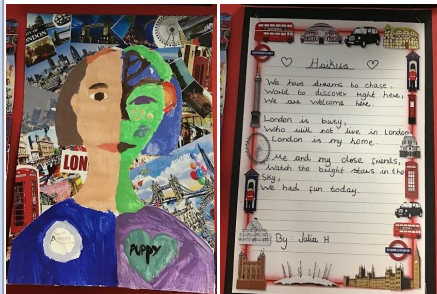
Personal, Social, Health and Citizenship Education (PSHCE) intent

A child at James Wolfe aims to become a healthy, responsible, independent and confident citizen that contributes positively to our diverse society.

Implementation

The whole-school project was linked to PSHCE. Children explored the themes of identity and community through their artwork and writing .

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|---|--|
| EYFS |  | <p>As part of their 'Who Am I?' theme, Nursery focused on the people in their family and those closest to them at home. They were able to explain who was important to them, why they loved them, and also express how the people in their family show them love.</p> <p>The collective poem was created through discussion about who they spent most of their time with at home. It prompted discussion around how different families look and led to the children developing their understanding of the similarities and differences between households.</p> |
| KS1 |  | <p>Year 2 focused on the role of friendship within their identity. They explored what it means to be a good friend, considering what they would look for in a good friend as well as how they themselves can be a good friend to others. Discussions around personal values in relationships highlighted the collective expectations of what makes a good friend generally as well as drawing out the differences in expectations for those that are to be considered closest friends.</p> |
| Lower KS2 |  | <p>Celebrating the unique aspects of themselves formed the foundation of Year 3s exploration of personal identity. They highlighted what made them different to their peers, including skills, interests and physical appearance. They shared their chosen facets of themselves and took turns to celebrate what makes them different to anyone else. It also highlighted that no matter how different, all of the children were treated with respect under the promise of their class charters.</p> |
| Upper KS2 |  | <p>Year 5 began by looking closely at the book 'All Are Welcome' by Alexandra Penfold, prompting conversations around their differences and how those do not affect their place in their community. They went on to consider place in the wider community and explored the role of London in their personal identity. They wrote poetry highlighting how they view themselves, London, and also the space and value they hold in society.</p> |



51 Physical Education (PE) Leadership Report

Subject Development Plan

This term we have achieved:

- The new PE structure of the day has been implemented and is working
- Pupils are having their weekly outdoor and indoor pe sessions consistently
- Medium term plans have been completed across all year groups by Ema and Ricardo
- Acquired new equipment for lessons
- PE profile across the school has been raised

Our next steps are:

- Creating inter-year competition across the year group (Combining two classes together for a competition/presentation week at the end of each term.



Physical Education (P.E) Intent

A James Wolfe sportsperson experiences and applies a variety of fundamental skills (individual and group skills; as well as team games), focusing on agility, balance, coordination and fitness. These will inform and enhance performance and excellent sporting behaviour.

Implementation

Children have been developing their ball skills in throwing and catching, dribbling and finding space. These skills have then been applied to small and competitive game situations. In gymnastics, pupils have been developing their skills in balance and movement. There has been a progression of skills that has built up through the year groups where skills and learning has been built on and developed.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|--|--|
| EYFS | To be updated by sports coaches - collecting photos this week. | <p>Outdoor: Children in nursery and reception have been throwing and catching bean bags. They have been doing this individually and then with a partner at a short distance. They have focussed on creating the 'basket' with their hands when catching.</p> <p>Indoor: Pupils have been exploring space through a variety of movements. They have also been developing their listening skills and making sure that they listen to instructions when moving and finding space.</p> |
| KS1 | | <p>Outdoor: Pupils in years 1 and 2 have been practising throwing and catching a basketball. They have also developed their ball dribbling skills and finding space.</p> <p>Indoor: Children have been creating shapes using their bodies and constructing simple individual balances as part of their gymnastics</p> |
| Lower KS2 | | <p>Outdoor: Pupils have been developing their ball skills and applying them to small group games where the concept of attackers and defenders have been introduced. There has been a large emphasis on developing and finding space</p> <p>Indoor: Children have been linking a number of balances together through a variety of movements. They have created a sequence of movement and balances that have been rehearsed to create a final piece.</p> |
| Upper KS2 | | <p>Outdoor: Years 5 and 6 children have been developing their ball skills in basketball and applying them to competitive invasion games. The concept of tactics when defending and attacking has also been introduced.</p> <p>Indoor: Pupils have been continuing to develop their sequence of balances and movements and applied these skills to gym apparatus and equipment.</p> |



5m Religious Education (RE) Leadership Report

Subject Development Plan

This term we have achieved:

- We celebrated Diwali across the school and provided children with opportunities to share stories and examples from their own celebrations with family and friends in the local community.
- We checked in with year group leads to ensure that visits to local places of worship are being scheduled in for this academic year. There are many exciting and inspiring visits to look forward to including year one visiting Greenwich Islamic centre and year two learning about the Christmas story at St Alfege's Church.

Our next steps are:

- To diversify the RE curriculum by identifying which areas could be strengthened by making links between religions and exploring religious celebrations and practises around the world.
- To continue to work with the RE pupil leadership team at both campuses to ensure that children's voices are heard and feedback from students is used to adapt the teaching and learning of each religion. We want all children to feel represented and valued in the school community. We will do this through acknowledging and celebrating key religious festivals and events in school. E.g. assemblies and in class celebrations.
- Source CPD training for RE that would benefit teachers in both their subject knowledge and pedagogy. This will begin with RE subject leaders attending some CPD on Judaism at a synagogue nearby.






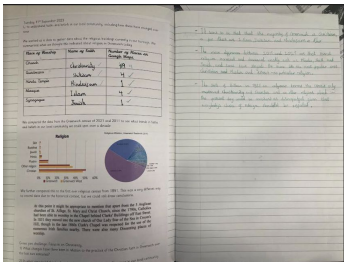
Religious Education (RE) intent

A James Wolfe theologian has a strong knowledge of a range of different faiths and belief systems, which allows them to show empathy, tolerance and respect for both their own beliefs and the beliefs of others.

Implementation

To develop an understanding of the beliefs that each religion teaches and how followers are taught to live their lives. Support children to gain an understanding of special celebrations and festivals that each religion observes and explore how these are celebrated around the world. To provide opportunities for children to learn from their peers and to visit places of worship as they are both essential for developing understanding. Children across the school had an opportunity to learn about Diwali, how this festival is celebrated around the world and in the local community and why this is special for individuals and families.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|---|--|
| EYFS |  | Nursery have been exploring the different celebrations within each of their families. They have started sharing and comparing what birthdays and weddings look like for the people in their lives. They have also looked closely at Diwali, friends in nursery class have shared how they celebrate Diwali at home and everyone had the opportunity to create diya lamps from clay so that they could light candles to mark the occasion both in class and at home if they wish. |
| KS1 |  | Year two have been learning about the features of a Church. The children had the opportunity to visit St Alfege's Church to identify the features and gain an understanding of how each feature is used in a ceremony or celebration. Year two explored what happens in a Church and have identified the significance of Sundays. To complete the unit of work, year two explored what happens at a Christening and why this celebration is special for Christians. |
| Lower KS2 |  | Year 4 have been learning about practices of worship. They have explored how music, prayer and art are used amongst the major world religions and they have been making comparisons and finding links between them. They have considered how these practices make believers feel closer to their God/deity. Year 4 have been exploring the significance of religious celebrations, starting with Diwali and moving on to Hannukah and Christmas. |
| Upper KS2 |  | Year six have explored faith in Greenwich and the changes that have happened over time. Children used Google maps to identify places of worship in the borough of Greenwich and explored data from the most recent census. They used this information to discuss why local leaders have collaborated to create the agreed syllabus for Greenwich. Year six also explored the Jewish celebration Bar Mitzvah and how this can change an individual's life. The children explored what happens at a Bar Mitzvah and how an individual is expected to live their life after the ceremony. |



5n Science Leadership Report

Subject Development Plan

This term we have achieved:

One of our leaders has successfully completed the initial stages of the Forest School Leader training including Outdoor First Aid training, tool maintenance and fire safety and has started to deliver sessions across the Reception classes. We have worked with the premises team to prepare the Forest School site and ordered PPE for the children. We have organised a timetable for supporting adults and are in the process of recruiting parent/carer volunteers. We have scheduled meetings to liaise with our Science Stars (pupil leaders) in order to discuss how they can support with raising the profile of science across the school. We met with our link SLT member who oversees the STEM subjects and discussed an action plan for this academic year. We also explored and discussed different options for collecting evidence from teachers. We are now in the process of developing a strategic approach to record, assess and deliver science consistently across the school and to continue to raise the profile of the subject.

Our next steps are:

- Decide on a date and begin to plan Science Week.
- Prepare and send a questionnaire to staff to explore staff confidence and subject knowledge in teaching science.
- Meet with the Science Stars and plan our next steps for the year ahead.
- Liaise with SLT to organise a 'Learning Walk'
- Add options for teachers on the CDP menu.




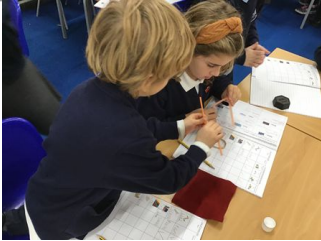


Science intent

A James Wolfe scientist shows curiosity of the world around them. They ask questions, conduct investigations and apply knowledge of scientific concepts to understand and evaluate findings.

Implementation

The photos below show the children performing fair tests as part of 'working scientifically'. Through conducting their own experiments and testing their hypotheses, they have developed a greater understanding of scientific concepts, such as water resistance, changes in state and properties of materials. Having practical, hands-on experience enabled the children to acquire the correct terminology, to answer their own questions and to understand how the topic relates to the world around them, for example, why boats are shaped the way they are or why an ice cream melts whilst eating it.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|------------------|---|--|
| EYFS |  | In Nursery children have been leading their own investigations. They noticed that the cars move faster if they start at the top of the ramp. They then tested which of the toy cars rolled the fastest down the ramp. |
| KS1 |  | This term, Year 2 have been studying the uses of everyday materials. This picture shows the children investigating whether materials can be manipulated to change shape through twisting, stretching, squashing and bending. They found out that objects made from the same materials can have different properties, and can be manipulated in different ways. |
| Lower KS2 |  | This term, Year 3 became Petrologists and investigated the different properties of rocks. They were then able to use a flowchart to group them into Sedimentary, Metamorphic, and Igneous rocks. |
| Upper KS2 |  | During an investigation into forces, Year 5 made their own boats and tested how quickly they sailed from one end of the water to the other. They found out that streamlined shapes move the quickest due to the least resistance. |



6a Special Educational Needs report

Development Plan

This term we have achieved:

- Whole school review (Autumn 1)
- Google Drive update (Inclusion folder) to support class teachers
- Update of SEND database to reflect needs in school
- Begin to digitalise SEND information for EYFS (Google Drive)
- Conversations with with class teachers and families following Dyslexia portfolio assessment outcomes
- Provide relevant Dyslexia resources to support children at home and in class
- Class observations of SEN learner followed by advice and guidance
- Phonics assessments across Yrs 3-6 (Autumn 1)
- Planning and setting up of Phonics groups and support for bottom 20%
- Training of Phonics Champions across Yrs 3-6
- Planning support for SEND children (Shape Coding) for bottom 20%
- Training for Teaching Assistant in Language groups, Language for Thinking and Lego Therapy to support SEN learners with language needs
- Monthly meetings with ECTs for SEN support
- Coffee mornings to further support family of SEN children
- Successful move of the Rainbow Room provision to the new location
- Planning support for children requiring individualised plans
- Meeting with external agencies (SALT, EP, ASD Outreach) to review caseloads and term planning
- Disseminate external agencies reports to ensure recommendations are adequately followed to support the needs of identified children
- Setting up of Tapestry to monitor and track progress of children attending in the Rainbow Room provision
- Regular TAC meetings to support children with SEN and their families
- Successful application of 6 EHCPs in 2022-23
- Annual Review meetings to review and update existing EHCPs
- Create list of EHCP applications for 2023-24
- Regular review and monitoring (provision map) of identified children progress as part of a graduated approach with class teachers, families and external agencies
- Maths assessments to provide support for identified children with a view to work on planning for bottom 20% of learners in Yr 4

Our next steps are:

- Targeted Maths support for identified SEN learners
- Maths CPD to help develop Maths support for identified SEN learners
- Developed use of Clicker in class for KS2 children
- CPD to develop use of Clicker in KS2
- Develop use of Pupil Asset to collect, review and monitor data for SEN children

Education Health Care Plans

| | EYFS | KS1 | Lower KS2 | Upper KS2 |
|----------------------|--|----------------------------|----------------------------|----------------------------|
| EHCPs | 2 (M) + 2(C) | 7(M) + 2(C) | 6 (M) + 5 (C) | 2 (M) + 1(C) |
| In application stage | 2 submitted awaiting outcome 2 to submit in 23-24 | 1 - application in process | 3 - application in process | 5 - application in process |



6b Centre for Deaf Children Report

Subject Development Plan

This term we have achieved:

- The centre at Randall Place has moved back into the sound treated room to ensure the best acoustical environment to teach the deaf children and carry out SALT interventions in.
- Children's individual provisions maps are complete and timetables in place to ensure that they are accessing all the support that they need, including from outside agencies such as SALT.
- Established strong links and collaboration with other professionals involved (SALT, EP, etc...) to plan interventions for individual children.
- New staff member has started to replace one who retired. There is one more vacancy in the centre that is being advertised.
- All centre staff have individual timetables to ensure that all children are supported appropriately. This takes into account children who need additional support at lunchtimes and when staff need / have interpreters.
- The centre is continuing to develop its own topics to ensure curriculum coverage rather than follow mainstream. The results of the trial from last year were successful and it is allowing for a more individualised approach of teaching.
- Shape Coding and phonics is being used systematically in the centre to support children's language acquisition. Alongside such strategies, free writing, creativity and self expression is also being prioritised for our children with limited language opportunities.
- Centre children enjoyed creating their own BSL poems as part of the whole school project 'All About Me'. It was exciting to see the children representing themselves in their first language.
- Continuing to develop strong links with parents and communicating effectively through personalised e-mails, individual google classrooms and centre google classrooms.

Our next steps are:

- Set up an ASL after school club for both deaf and hearing children. A space that is inclusive and also address deaf awareness issues.
- Schedule all annual reviews for this academic year.
- Schedule deaf awareness training for all staff in the school.
- Plan and deliver 'Supporting Deaf Children in the Mainstream' sessions for staff as part of the CPD menu.
- Plan deaf awareness week for the whole school.
- Develop the role of the BSL buddies in the school.





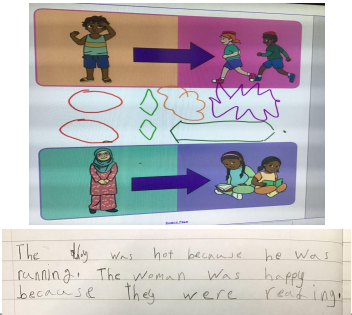
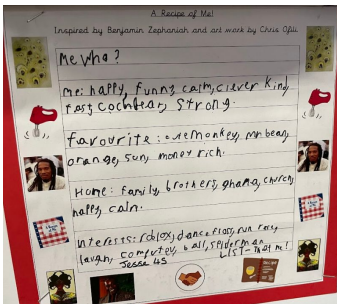
Centre for Deaf Children Intent

A James Wolfe centre child has a strong sense of their deaf identity, is confident to advocate for themselves and takes the opportunities available to them. They are children who are surrounded by deaf role models and in a signing environment to make sure that they are always included.

Implementation

The photos below show the range of activities that deaf children take part in through their time at James Wolfe. It also highlights the importance of an individualised approach to planning and delivery to ensure that every child's need is met. Interventions are well planned and resourced. Children are integrated as much as possible into mainstream. The centre provides a specialised curriculum with a nurturing atmosphere to allow children with language delay to make accelerated progress.

Examples of our learning this year (Impact)

| | Photographs | Description of learning |
|-----------|---|---|
| EYFS |  | <p>Reception children are in the sound treated room for a quick intervention to ensure that they know the new sounds being used. One child is using cued articulation to support her saying of the sounds. The other child is unaided and is therefore not learning phonics but the fingerspelling of each letter. Alongside the letters they also learn new vocabulary linked to that letter to support their language development.</p> |
| KS1 |  | <p>Y1 children are achieving at age expected across the entire curriculum. Therefore, they are staying in their mainstream class all day with BSL support. They enjoy taking part in the Year 1 curriculum and are currently learning new vocabulary linked to traditional tales like the Gingerbread Man. Year 1 use the same strategies as their hearing peers to decode words, with the additional support of cued articulation for a visual reference to the sound.</p> |
| Lower KS2 |  | <p>In Centre 1 the children have been enjoying exploring different sentence structures with a focus on the past tense. Some children were able to challenge themselves and started using 'because' as a conjunction to extend their sentences in the past tense. They then used their understanding of different sentence structures to write their own creative sentences about the core text <i>The Mysteries of Harris Burdick</i>. They were able to do this independently without using any resources such as iPads or shape coding cards.</p> |
| Upper KS2 |  | <p>In Centre 3 children enjoyed expressing themselves in BSL grammar order to write a poem about themselves. They had a strong focus on adjectives and understanding the different functions such as describing how someone looks, what someone is like or how someone is feeling. After watching some BSL poem performances by famous deaf poets, they were able to create their own videos, performing their own poems using movement, facial expressions and body language to convey meaning.</p> |



7a Pupil information

| | All Pupils | Male | Female | Pup Prem | SEN EHCP | SEN Sup | EAL |
|--------------|------------|------------|------------|------------|-----------|-----------|------------|
| Nursery | 31 | 15 | 16 | 0 | 0 | 0 | 11 |
| Reception | 100 | 48 | 52 | 18 | 3 | 4 | 27 |
| Year 1 | 115 | 69 | 46 | 21 | 4 | 9 | 42 |
| Year 2 | 112 | 60 | 52 | 29 | 5 | 14 | 44 |
| Year 3 | 107 | 54 | 53 | 34 | 6 | 13 | 38 |
| Year 4 | 97 | 50 | 47 | 41 | 5 | 16 | 29 |
| Year 5 | 92 | 51 | 41 | 40 | 2 | 12 | 35 |
| Year 6 | 95 | 44 | 51 | 34 | 1 | 22 | 28 |
| Total | 749 | 391 | 358 | 217 | 26 | 90 | 254 |

| | | | | | | |
|--------------|------------|------------|------------|-----------|------------|------------|
| Nursery | 48% | 52% | 0% | 0% | 0% | 35% |
| Reception | 48% | 52% | 18% | 3% | 4% | 27% |
| Year 1 | 60% | 40% | 18% | 3% | 8% | 37% |
| Year 2 | 54% | 46% | 26% | 4% | 13% | 39% |
| Year 3 | 50% | 50% | 32% | 6% | 12% | 36% |
| Year 4 | 52% | 48% | 42% | 5% | 16% | 30% |
| Year 5 | 55% | 45% | 43% | 2% | 13% | 38% |
| Year 6 | 46% | 54% | 36% | 1% | 23% | 29% |
| Total | 52% | 48% | 29% | 3% | 12% | 34% |



7b Attendance information

Attendance 4/9/23 to 27/11/23

| | | Absence | PA | Commentary |
|----------------------|-------|--------------|--------------|--|
| NATIONAL | | 93.7% | | Link to DFE attendance data. Data up to 10th November. Persistent absence (PA) not available yet. |
| ALL | | 95.5% | 12.5% | |
| Gender | Boys | 95.7% | 10.4% | |
| | Girls | 95.3% | 14.1% | |
| Pupil Premium | Yes | 93.6% | 23.6% | We have targeted all children, including PP, and offered support including picking up from home, breakfast club etc. |
| | No | 96.4% | 6.7% | |
| SEND | Yes | 93.7% | 16.5% | |
| | No | 95.8% | 11.5% | |



8a Wider opportunities information - clubs and peripatetic music provision

| Activity name | Year group | Total Attendance | PP | SEND |
|-----------------|------------|------------------|----|------|
| Brass | 6 | 2 | 1 | 1 |
| Violin | 2 - 6 | 23 | 4 | |
| Piano | 2 - 6 | 43 | 6 | 1 |
| Cello | R- 6 | 17 | 6 | 4 |
| Guitar | 1 - 6 | 23 | 3 | 1 |
| Drums | 1 - 6 | 37 | 11 | 5 |
| Board Games | 4-6 | 10 | 4 | 4 |
| Box fit | 4-6 | 9 | 6 | 1 |
| Fencing | 4-6 | 17 | 7 | 4 |
| Arts and Crafts | 1,4,5 & 6 | 42 | 9 | 6 |
| Multisports | 1-3 | 30 | 9 | 4 |
| Gymnastics | 1-3 | 30 | 4 | 3 |
| Archery | 1-3 | 29 | 6 | 3 |



8b Wider opportunities information - visits, visitors and other events

| | Description |
|--------------|---|
| YN | Nursery have been thinking about different celebrations and invited parents in to tell them all about Ramadan, Eid and Diwali. They enjoyed having their own celebration, complete with a pinata, a celebration meal and lots of dancing! They have also been exploring our school on a number hunt, spotting different numbers around the environment. |
| YR | Reception have been enjoying taking part in fortnightly Forest School sessions, developing their confidence through hands-on experiences in a natural setting. They have also enjoyed inviting parents and carers in for weekly reading mornings where they share books together and share their love of stories! |
| Y1 | Year 1 have been continuing to develop their love of reading by using the skills they have developed during their visits to our school library, and applying these on their visit to the local library in Greenwich. The 'library' effect was also felt across Year 1 when parents came in to read with their children: each child choose their favourite book to share with their parents and talked animated about their love of reading. |
| Y2 | Year 2 have enjoyed exploring the Christmas Journey at St. Alfege's Church. This provided an opportunity for the children to explore the Christmas story in a workshop style storytelling session. The trip elicited super feedback from pupils, parents and staff about the learning and levels of engagement from all children as part of this trip. |
| Y3 | Children in Y3 have enjoyed a Christmas Pantomime visit coming into school, which links to Stereotypes in fairytales unit of work. They have also had an author visit at the local Greenwich library and had a wonderful time sharing books with their parents at a successful 'Biscuits and Books' event. |
| Y4 | Y4 had a wonderful visit to Creekside Centre in Deptford, where they explored the natural habitats which thrive in the creek! They found Mayfly nymphs, Chinese crabs and freshwater shrimp to name a few. They also raced rubber ducks down the creek and discovered that rivers flow faster away from the friction of the bank. Y4 also had an engaging and inspirational Rocksteady workshop, learning all about being in a rock band! |
| Y5 | Year 5 classes have enjoyed visits to the Planetarium in Greenwich as part of their topic on Space. They have also visited Leake Street to look closely at the graffiti and consider whether it is art or vandalism - a lively debate for them to be part of! |
| Y6 | Year 6 had a fantastic time on school journey at Grovesnor Hall in Kent, where they learned new skills, tested their bravery and built their teamwork skills. They have also enjoyed visits to West Greenwich library and are visiting the Imperial War Museum in December, linked to their work on World War Two. |
| Other | Choir |