

Curriculum Leaders Report

School Year 2014-2015



English	Rebecca White
Maths	Faye Blain
Science	Jamie Olney
Art and Design	Sue Pollard
Computing	Candice Facer
Design Technology	Tamar Preston
Humanities	Lorna Weir
MFL	Kitty Cole
Music	Clare McDonald
Physical Education	Kim Peterson

English

Learning ladders:

This year Ms Burnell has worked to develop an alternative form of assessment in light of the removal of levels from September 2015. The Sherington Learning ladders will be used across the school (Yr1-6) from September 2015 with teachers and pupils working together to assess learning and identify next steps. See Assessment Report to Governors.

World Book day:



World Book Day was celebrated on March 6th with pupils and staff dressing up as characters from 'The Wizard of Oz'. Pupils participated in activities across phases before parading their costumes in a special assembly. This year we also hosted our first annual 'Sherington Book Swap' with pupils donating books in the week leading up to WBD and browsing the donations before choosing their new book to take home.



Year 6 National theatre project:



In the Autumn term, Year 6 classes worked with the National Theatre as part of their 'Shakespeare in Schools Program'. This aims to introduce children to theatre and performance through a high-quality touring production, alongside a creative learning programme with a focus on literacy. The impressive impact of these sessions was evident through their end of year performance of West Side Story, as well as their writing outcomes through literacy sessions.



Open mornings:



We continue to involve parents in their child's learning by hosting Parental open mornings. In the Autumn term, along with Mr Hinchliffe, I delivered a presentation to reception parents outlining how they could support their child at home in reading and writing. The event was well attended with 86% of pupils being represented.

Feedback from questionnaires show that parents found the session very useful and that it would change how they work with their child at home. A pack of resources was sent home to those parents unable to attend.

In November we welcomed parents into school for our Poetry themed Literacy open morning. The event was our best attended ever and parental evaluations show that parents went away with a better understanding of how poetry is taught in school.

In June, as part of our preparations for arts week, we had a whole school poetry focus around 'The River Thames' with all classes displaying the product of this unit of work in ambitious classroom displays. Each teacher nominated one pupil to go forward to the 'finals' of our now annual '**Poet Laureate**' competition with Alaana Hussain from Year 3 eventually chosen as the winner. Feedback shows that this has really helped to raise the profile of poetry around the school with pupils becoming more confident at writing poetry and eager to be shortlisted for the finals of the competition!

Christmas story telling:

In the week leading up to Christmas, Mrs Dennett and Ms Burnell hosted a week of Christmas Storytelling sessions where pupils were invited back to school at 5pm to listen to Christmas stories. The sessions were very well attended by both pupils and parents.



Continuing professional development

In June 2015, I was part of Greenwich Borough's moderation team for the assessment of writing at KS2. The LA moderation team is comprised of best practice teachers who are willing to share their expertise and experience with other schools. Over 2 days I visited 4 schools, on Day 1 moderating with the Head of James Wolfe and on day 2 with the Deputy Head at Montbelle. The exercise provided me with the opportunity to use the practical experience gained during my time leading literacy at Sherington. I was able to objectively review evidence against national standards, engage teachers and fellow leaders in professional dialogue and provide accurate written feedback.

I found being part of the moderation team an immensely valuable and worthwhile experience. The opportunity to work with year 6 colleagues allowed me to reflect on my own practise as a classroom teacher, as well as developing my role as a leader.

This year I have been one of a group of teachers piloting the 'Let's Think in English' program in Greenwich. 'Let's think' lessons are largely oral, based on reading, open-ended questioning and structured group discussion which increases pupils' reasoning skills. A particular feature is metacognition (structured reflection) which makes pupils more aware of their thinking processes and how they think most effectively.

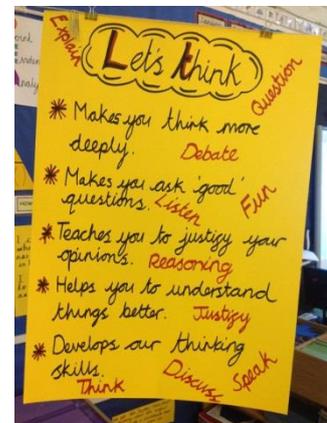
The lessons stimulate the deeper reasoning patterns which underpin better understanding of English – understanding the writer's intention relating to technique, narrative structure, figurative language, symbolism, genre, etc.

The program involves INSET of 3 days and 3 twilight sessions. Participants have taught and evaluated lessons then feedback to colleagues from other Greenwich schools and also from Kings College, London.

I have also worked in partnership with a Triad of schools (Sherington, Henwick and Charlton Manor) to deliver INSET on feedback marking.

Book looks: Have been ongoing throughout the year and the results of these have tailored the support that I have been able to offer staff. With NQTs, I have carried out the book looks with them, using this as an opportunity to highlight best practise. The results of the book looks, along with the ongoing evaluation of the New Curriculum made it necessary for me to write a new English marking policy, which was shared with staff and Governors in the Summer term.

Rebecca White
July 2015



Maths Subject Leader Report



This academic year has seen great change in Maths, with the introduction of the new Mathematics curriculum in September and the Chilli Challenge approach during the Spring Term. The new curriculum brought a number of changes, with a great deal of content being moved into younger year groups, particularly into Year 1 and 2, and an increased focus on the teaching and consolidation of traditional column methods of calculation. Teachers have used the school's Maths units to support their planning throughout the year, which are based on the mastery approach, allowing pupils to spend longer periods of time studying one are and returning to key concepts and building up on these regularly. The units have been successful, ensured full content coverage and build in sufficient time for problem solving opportunities to be built in throughout units of work. These are currently under review with each year group so that alterations can be made to make them even more successful in the future and increase the opportunities to exploit cross curricular links. A new Calculation Policy has been in place this academic year, which develops pupils' calculation skills in line with the requirements of the new curriculum and is designed to ensure a clear and consistent progression in the teaching of calculations throughout the school. The policy provides clear guidelines as to the steps to be carried out, how methods are to be recorded and the prior understanding that pupils need in order to be ready to move onto the next step.

Addition

EYFS: Add two single digit numbers, counting on to find the answer.

In EYFS pupils should be developing their concept of the number system through the use of concrete materials and pictorial representations. They should experience practical calculation opportunities using a wide variety of equipment, e.g. small world play, role play, counters, cubes etc. They develop ways of recording calculations using pictures, etc.

Pupils must be provided with opportunities to develop their skills so that they are able to count reliably, including one to one correspondence and count on from a given number.

Pupils should be given the opportunity to count out sets of objects and then combine them to make a total e.g. $6 + 2 = 8$



First count out a group of 6. Then count out a group of 2. Finally combine them to find a total.

Pupils should recognize different ways of making numbers. E.g 6 can be made as



Addition

Year 3: Add numbers with up to 3-digits

Introduce the expanded column method. This is to be used as a stepping stone towards the more efficient compact column addition. Pupils who are secure and confident with the expanded method should be introduced to the compact method, comparing the two methods to develop an understanding of the process and reduce the number of steps involved.

$$\begin{array}{r} 236 \\ + 73 \\ \hline 100 \\ 200 \\ 309 \end{array}$$

Add the ones first in preparation for the compact method.

In order to carry out expanded column addition:

- Pupils need to recognise the value of the hundreds, tens and ones without recording the partitioning.
- Pupils need to be able to add in columns.

MOVE TO THE COMPACT ADDITION METHOD WITH CARRYING

$$\begin{array}{r} 236 \\ + 73 \\ \hline 309 \end{array}$$

- Add the ones first.
- Carry the numbers underneath the bottom line, ensuring that the carried number is recorded first.
- The + symbol is positioned to the left, away from the digits.

Addition

Year 6: Add several numbers of increasing complexity.

$$\begin{array}{r} 23.361 \\ 9.089 \\ 59.775 \\ + 1.300 \\ \hline 93.525 \end{array}$$

Add several numbers with different numbers of decimal places (including measures and money).

- Tens, hundreds and thousandths should be aligned correctly, with the decimal point given its own column.
- Zeros can be added into any empty decimal places to assist with alignment.

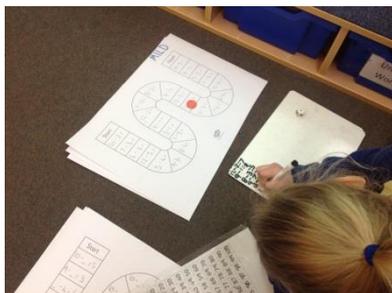
$$\begin{array}{r} 81,059 \\ 3,668 \\ 15,301 \\ 20,551 \\ \hline 120,579 \end{array}$$

Pupils should be able to add several numbers with more than 4 digits.

In the Autumn Term we held a very well attended and successful Open Morning for parents of reception children to inform them about how maths is taught in school and how they could support their children at home. Feedback from the session was extremely positive with 100% of those attending noting that they had an improved understanding and 98% stating that they would now feel more confident in supporting their child at home; many said had gained lots of ideas about how they could engage in maths at home. Parents also had the opportunity to visit the reception classrooms and see maths in action both in the classroom and the outdoor environment.



During the Spring and Summer terms the focus has been on building upon and embedding the new 'Chilli Challenge' approach, which was introduced in the early part of the Spring Term. Whole class teaching time has now been reduced to 10 minutes to ensure short, sharp and concise teacher input and allow for increased time for pupils to complete 'Chilli Challenges'. Classes work on a Learning Challenge for a number of days, with challenges related to these, provided at 3 levels; mild, medium and hot. Pupils are able to select the level of challenge which they feel confident in attempting and move onto 'hotter' challenges and extension tasks when they feel ready.



Following the introduction of this new approach to teaching, all teachers took part in peer observations, whereby they were able to observe their year group partner teaching a maths lesson and be observed, supported by myself, Karen or Amanda. After each observation had taken place, a feedback session was held during which all those involved discussed the session, identifying positive aspects and making suggestion for future development.

The feedback received from teachers following the peer observations was very positive, with teachers commenting that it had been a great professional development opportunity, allowing them to reflect on their own practice and consider how they could build upon the ideas and approaches which they saw others employ. In order to further build on this, there are plans to provide opportunities for teachers to be able to observe colleagues from different year groups and Key Stages in order to share best practise.

Further areas for development have now been identified from this cycle of peer observations and further feedback and discussions between the SMT have noted points to clarify for teachers about the 'Chilli Challenge' approach which will be stated in the revised Mathematics Policy. During these observations it was evident that levels of engagement were high and there were increased levels of talk for learning taking place throughout sessions. Additionally pupils feel a great sense of ownership of their learning, are able to identify what their next steps are and are excited by their challenges. Teachers have worked incredibly hard to develop and embed this new approach, and the success and the pupils' positivity towards maths is to their credit!



Faye Blain
July 2015

Science Curriculum Report 2015

Leadership and Management

Plan and develop a new curriculum for:

- Scheme of work (new curriculum) firmly embedded
- Curriculum review held in Spring Term – positive feedback
- Positive response to concise units of work

Assessment:

- Reviewed science and science marking policies – shared with SLT and Governors
- Developed new system for assessment (AfL) – Learning Ladders for Science, aligned to other core subjects, up and running ready for use for next academic year
- Key Enquiry Question for each unit of work produced so that teachers can gauge progression of knowledge over the course of a unit
- Vision: AfL embedded in pedagogy to enable pupils and teachers to know their next steps (T&L) in science

Moderation:

- Book monitoring conducted once a term
- Written/verbal personalised feedback offered to all teacher with clear points for improvement
- Actionable targets reviewed in subsequent book look
- Best practice shared in Year Group and Phase meetings/reviews – positive feedback from staff
- Learning Walk – clear evidence of science in classrooms and around the school – verbal feedback offered to staff

Links with other schools/outside agencies:

Effective links enable us to share good practice, improve pedagogy, make cross curricular links, increase subject profile, resource, and impact on progress. We can offer relevant CPD opportunities, and engage in networks beyond the school.



- To enrich teaching and learning in Science we have built on our link with The John Roan Science department: workshops, teacher support, sharing resources/facilities, moderation, CPD, curriculum development, Science Week
- JO has successfully supported five schools across the borough as an agent of RG TSA.
- Joint whole school science INSET with Charlton Manor and Henwick (Effective Feedback Marking)

- The Linnaeus Garden - built in collaboration with school/local community/Charlton Manor (sharing of knowledge, staff, resources, facilities – cooking)
- Gardening Club – parent volunteers
- STEM Net (Frank Fearn): Science STEM Club for G&T KS2, teacher support, CPD (Practical Science)
- Science Week in collaboration with Creature Curriculum (Mini Farm), The John Roan, Charlton Manor and Emergency Arts, Wider School Community
- Wide Horizons Partnership – outdoor education with clear science links



Progress Review:

- JO reviews pupil progress, in consort with class teachers, and reports outcomes to the SLT (see report) to ensure all pupils are making expected progress
- Highlighting pupils in need of support, intervention or extension
- Review curriculum for areas of weakness
- Compare groups: gender, FSM & NFSM, EAL and classes within the same year group

Resourcing:

- Annual audit of resources (summer term)
- Staff survey of needs
- Order for next academic year (end of summer term)

Quality of Teaching

- To ensure that all teaching of Science is at least good J.O:
- Inducts/supports new members of staff – making expectations clear
- Provides opportunities for teachers to share best practice, attend relevant CPD and follow current research

Staff INSET/CPD:

- External/internal CPD provided to support/improve teaching & learning
- NQTs Primary Science Training (New Curriculum) Gary Granger (Bromley)
- Effective Marking in Science INSET
- Teaching Science within the New Curriculum PDM



- Enquiry Cycle – How to improve Practical Science INSET

Curriculum Events/Highlights

High profile events to raise the profile of the subject and engage learners:

- G&T STEM Afternoon for partnership schools
- Science Week
- Nature Garden
Opening/Redevelopment/Gardening Club/Food Education
- Class Science Assemblies (once a term)
- Widehorizons Night Line Walk –
staff/parents/governors walk 50km to raise money for School Partnership



Nature Garden Developments

- Hilary Piggott employed as TA/Gardener to work with staff and children across the school - ensuring every child has opportunities to participate in the food for schools and school gardening initiatives/projects



Pupil Voice

- Pupil survey shows that pupils enjoy the practical aspects of science and that they have noticed a shift towards developing science skills
- Indicate points for development: making work fun and engaging, giving greater opportunity for practical investigations, ensuring units are well resourced, providing scope for pupils to take greater control of their learning and the direction of a unit or investigation



Overview

- Children engaged and enjoying their learning in Science
- All groups making expected progress towards EOY statements
- Pupils and staff are more aware of their strengths, areas for improvement and next steps in Science
- Science curriculum is providing children and staff with more opportunities for problem solving and creative hands-on learning



Next Steps

- JO to oversee and support new Science Coordinator
- Action Plan Targets:
- Science Programme of Study reviewed termly: book looks, lesson observations, learning walks and discussions with pupils and staff
- Ensure that Learning Ladders for Science are fully embedded so that pupil progress can be clearly measured across all groups.
- Ensure that all teachers fully understand the assessment process for Science, so that AfL is embedded in pedagogy.
- Cross year group/phase moderation of Learning Ladders, pupil's books and Key Enquiry question responses
- Ensure that teachers share with pupils an enquiry based learning question (wow question) from the 'I Can' Pupil Booklet at the beginning of each unit of work; which can be used to gauge initial levels of understanding, drive the unit forwards and for pupils to assess their own progress against at the end of the unit.
- Ensure that pupils are reviewing their learning against a wow question for science that forms part of the 'I Can' Pupil Booklet for every unit of work; and in conjunction with their teacher are clear about their next steps
- Use assessment tools/data to highlight any pupil/groups that are not making expected progress. Make teachers aware, offer support and relevant interventions. Report results to SLT and Governors
- Review/audit resources - highlight areas in need of investment
- Termly year group and cross phase moderation of books, feedback, planning, learning ladders, classrooms
- Assess staff needs in the Autumn Term through questionnaire and triangulation of evidence gathered during Autumn Term moderation cycle – ensure teachers have access to relevant internal or external CPD
- Make best use of external links/partnerships to develop pedagogy: differentiation in science

Jamie Olney July 2015

Art 2014-2015

Artsmark

An application was made in January 2015 to renew our Artsmark Gold award. The application was successful and following a visit from the validator, we were awarded gold status in March. We keep our gold status until 2017 when another application to retain the award needs to be submitted. Sherington is one of only a few primaries in Greenwich currently holding gold status. A copy of the validator's report is available in school if governors should wish to read it. To ensure a successful application in the next round, an issue we need to address includes provision of after school clubs related to the arts throughout KS1 & 2 and the monitoring of the uptake of boys/girls attending these. It was noted in the application that 'pupil voice' is a strength of the school and many references are made to pupils 'strong arts skills' and their 'deep understanding' and confidence in a range of art forms.

Art in Education programme @Woodhill Primary

Art in Education was a programme which ran from January to April (fortnightly on Tuesdays from 4.30pm to 7pm) which I attended along with Tamar Preston (DT co-ordinator). Aims of the course were to establish ways of linking the new curriculum to core books, gallery visits and prominent artists and to update knowledge of specific application techniques and application of art processes. It was an excellent course and leader Emma Bairstow (artist in residence at Woodhill) was subsequently invited to run two INSET sessions at Sherington.

Staff INSET with Emma Bairstow

Emma Bairstow (artist in residence at Woodhill Primary) led two INSET sessions for staff in April and May 2015. After consultation, staff asked to be updated on drawing techniques and ideas for using water colours. Staff were also given copies of the new sketchbooks which were ordered for Y2 upwards and guided through how to use them as tools for recording and assessment.

The INSET sessions were a great success and the impact of the sessions can be seen around the school especially in the corridor displays on the ground floor where watercolour techniques have been used as backgrounds for poems as well as in art work, classes have created pencil drawings of landmarks and Year 1 have been inspired by the artist John Dyer (suggested at the INSET) to create their boats.



Sherington Art & Design Studio

To further promote our learning and achievement in the arts, we are proposing to build a new art and design studio in the school grounds. At present a draft brief and schedule of works has been written.

The Linnaeus Nature Garden

The nature garden opened on the 16th March 2015. 5P were asked to create art work as gifts for the volunteers who had worked to create the garden. The artist Georgia O'Keeffe was the inspiration and pupils worked over a period of 2 weeks to create the final pieces. 8 were chosen as gifts. As the project evolved from pupils learning to use watercolours to producing pieces in the style of the artist – many pupils commented after the process on how confident they felt they had become and how proud they were of the final results. KS2 pupils also worked with freelance artist Jonny to create the banner which covers the gateway to the garden.



**Sue Pollard
July 2015**

Computing Report

New Interactive Screens

This year all the classrooms have been fitted with new interactive screens. All staff attended training on how to use the new software that we have installed on them.



“The new screens allow use to model handwriting effectively.” Miss Cox (Year 1 teacher)

“They are bright, clear and can be seen from different angles of the classroom. I like the new software.” Mr Olney (Assistant Head)

“They are awesome because we can all use the board now and not just the teacher. “ Will Caller (Year 1 pupil)

Computing in Early Years

We looked at computer resources in early years and have purchased more devices to ensure that they have more opportunities within their learning.

Children have enjoyed using new story telling devices where they can follow well known stories or can record stories of their own. They have also been able to ‘phone’ each other across the outdoor learning area and the classroom developing communication skills.



Year 6 Oscars

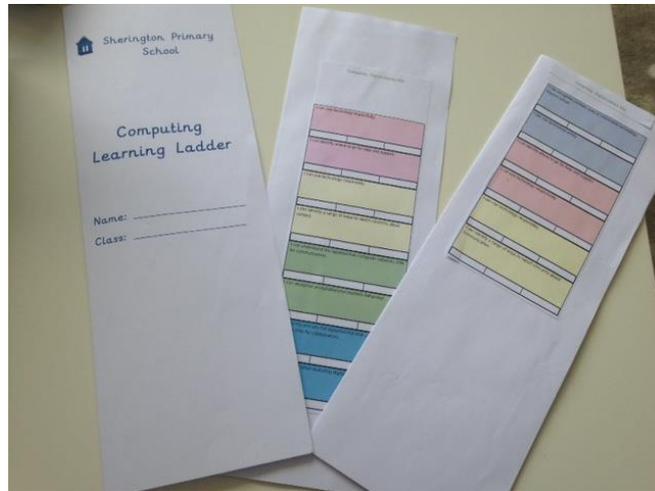
Year 6 children had another successful year producing their own Oscar film. The children achieved a film to an extremely high standard.

“The filming was of such a high standard and clearly the technical expertise was very well supported. Some of the special effects were outstanding. They really are little 'film makers' and some may aspire to become film makers in the future. The whole thing was incredibly well organised from beginning to end, what an amazing experience.” Mrs Dennett (Head Teacher)



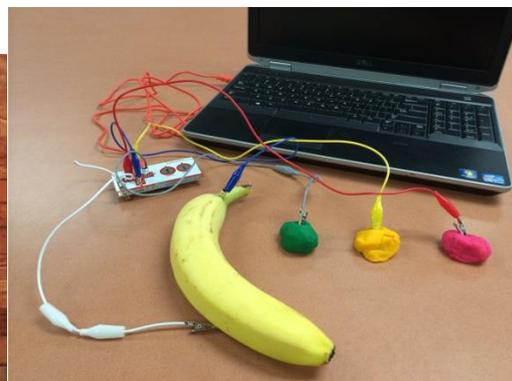
Learning Ladders

Following on from the development of Learning Ladders in Numeracy & Literacy at Sherington we have developed our own Computing Learning Ladders. Children will have access to their own ladder next year and will be asked to sign and date when a learning challenge has been achieved. The teacher will then assess this information and plot the data on an online platform. This will standardise Computing and measuring progress accurately and consistently.



Resources

Due to the new curriculum we have purchased many new resources to support these exciting changes. One of the resources is our Makey Makey's which is an invention kit for the 21st century. They are able to turn everyday objects into touchpads and combine them with the internet. Children have experimented with these kits to make keyboards out of bananas and playdough. They have also drawn their own piano keyboard and played it to create songs.



Candice Facer
July 2015

Design and Technology

New curriculum

Throughout the year the new DT unit plans, linked with the objectives of new national curriculum, have been developed and written. These have all been written to link with the new humanities units. On top of the units an updated curriculum map and resource list has been produced. Resources have been ordered and stored centrally in the DT cupboard. All unit plans are stored centrally on the Sherington drive.

Next year's Year 3 trip to Wide Horizon's has been pre-planned and booked.

Links with local schools

Links have been successfully built with Charlton Manor Primary School and throughout the year Years 1, 2, 4, 5, and 6 have visited Charlton Manor to take part in a cooking session. These cooking sessions have allowed the children to use cooking facilities that they may not have access to at home in a safe and controlled environment. There have also been a number of cross-curricular links with science.



Kitchen Academy

In March 2015 Jethro Carr from Kitchen Academy came in to do a whole school assembly and to spend the day cooking with Year 3. During the assembly Jethro discussed the importance of healthy eating with the whole school and demonstrated cooking two quick and healthy snacks. Throughout the rest of the day Jethro worked with Year 3, cooking one savoury and one sweet meal. Jethro also brought in a smoothie bike that was put in the playground at the end of the day for both children and parents to try.

Mr Atwal 3A – “The children really enjoyed the cookery session and were all very engaged. It was great to give them different healthy eating ideas as well hands on cookery experience, as many have never cooked before and for people like Zara, it really helped their fine motor skills.”

Shay 3C – “It was very fun and exciting to learn new things. That was the first time I’ve got to cook.”



Arts week

To link with Arts week the summer unit plans have been written based on the River Thames. Each year group is working with a buddy year group to evaluate, design and make something based on water and the river. These sessions have been taking place during PHSE sessions on a Tuesday. Once all projects are completed a display of work will be put up in the hall.



**Tamar Preston
July 2015**

Humanities Co-ordinator Report 2014-2015



The Humanities schemes of work for History and Geography have continued to be developed to ensure full coverage of the required standards in pupil knowledge and skills in the National Curriculum. In the academic year 2014-2015 all classes produced new folders to provide evidence of children's work and learning in all Humanities schemes of work. In the folders the children's work demonstrates the level of progression in learning and enquiry skills throughout the school and the breadth of topics covered in studying both the local environment and wider world



Assessment in Humanities

All teaching staff met with members of the Senior Management Team to discuss the teaching and learning in the Humanities schemes of work for each year group and develop the schemes of work further. A system for assessing pupil learning and progress was put in place based on setting a key question of enquiry at the start of each unit of work and then again at the end. Pupil's work books and class folders are also to be used for assessment, demonstrating how key learning skills and knowledge have been developed throughout the unit of study.



The Humanities Schemes of work are being updated to include the key questions of enquiry and pupil assessment opportunities.



The Humanities Co-ordinator has meet with teaching staff to discuss and amend units of work to ensure that key learning skills and pupil assessment is covered in lesson planning. This will continue in the Autumn Term 2015.

Pupil Learning and Feedback

At Sherington we aim to develop the pupils' knowledge and learning skills by encouraging and supporting the children to present their own questions for enquiry and to have the opportunity to independently use a wide range of sources to access information. The children are also provided with a range of opportunities whereby they can demonstrate their knowledge and learning skills, including cross-curricular work linked to all other subjects. At Sherington we have designed the Humanities schemes of work to ensure that pupils are engaged and motivated in their learning experiences. Pupils were very positive in their responses when asked about their learning in Humanities.



Maxwell (Year Two) *I really enjoyed learning about Africa. I know lots of things now that I did not before. I know where Africa is and how many countries there are and how many people live there. I know all about the different landscapes that you can find in Africa.*

Lucy (Year Two) *I loved going to Well Hall in Eltham to find out about the place that Edith Nesbit lived. I imagined her in a little boat in the moat writing her famous stories. I enjoyed looking at pictures of the past and thinking of my own questions.*



Eleanor (Year 3) *I enjoyed finding out about Ancient Greece. We looked at different artefacts to find out about the Olympic Games and how people lived in Ancient Greece. I also really liked reading the Greek myths.*



Owain (Year 3) *My favourite topic was the Stone Age. We went to the Museum of London and it was really interesting to see all the different things archaeologists have found including flints, pottery and weapons which tell us about the people of the Stone Age. I also really liked examining the cave drawings and thinking about what they meant.*



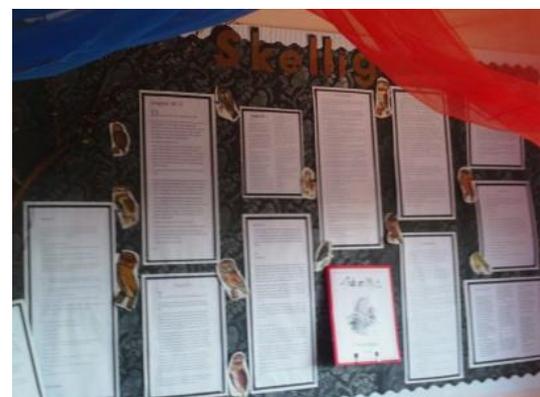
Hanana (Year 4) *I thought learning about the Romans was very interesting. I liked the debates we had in class when we were pretending to be Romans or Brits. It was really interesting when we went on a trip to the Museum of London and found out more about what the Romans brought to Britain.*

Amelie (Year 5) *I enjoyed working on the Slavery unit. It was very interesting to find out how some people lived, how they were treated and how they survived terrible conditions. It was also interesting to think about how slavery still exists now.*



Resources

Resources were purchased for each unit of work and we will continue to regularly assess resource requirements, in particular looking at extending our range of relevant artefacts for the children to investigate.



Sherington School Humanities Curriculum

Year Group	Autumn Term	Summer Term	Spring Term
One	Toy: Past and Present	Safety The Great Fire of London	Leisure
Two	Greenwich	Africa/ Ghana	Edith Nesbit
Three	The Stone Age	Climate and Weather Around the World	Modern and Ancient Greece
Four	India/ The Indus Valley	The Romans in Britain	The Anglo-Saxons and Vikings
Five	Identity	Black History	The River Thames
Six	20 th Century Britain	20 th Century Britain	The Port of London



Lorna Weir

July 2015

Modern Foreign languages

Children are taught specific skills, concepts and vocabulary in a weekly dedicated French lesson, taught by the MFL coordinator.

Curriculum

The main area for development this year has been to implement a new scheme of work for MFL, which meets all national curriculum objectives. This is now in place and is continually being updated every half-term in response to teacher and pupil feedback.

Resources

After a whole school audit of MFL resources, and speaking to other MFL coordinators I have drawn up a list of basic resources for the school. These include bi-lingual dictionaries, traditional stories and a selection of songs and rhymes. These will be in place for the new school year and will be kept in a central location.

After attending a 'Cross phase training day' I am keen to establish links with our local feeder secondary schools to organise sessions taught by their specialist language teachers and to give the children in UKS2 a chance to experience language learning at a higher level. I'm currently in discussion with John Roan to try and organise a project for the Year 5/6 pupils to start in the autumn term.

Assessment

This year the focus has been on introducing a form of assessment for MFL that will allow the children to have a greater understanding of their learning and their next steps. I have been trialling a form of assessment with a Year 6 and Year 4 class which is proving successful but is still ongoing in terms of improvements. I hope to be able to roll this out to rest of KS2 in the autumn term.

RGTSA MFL Champion

In the Spring and Summer term, Sherington was lucky to be offered the opportunity to make links with Cherry Orchard Primary School which had been recognised as being a champion of MFL by the Royal Borough of Greenwich. I have had two release days to meet with the MFL champion from Cherry Orchard to look at and discuss best practices, observe the teaching of MFL as well as receiving feedback on my own teaching practices. This has given me a much better idea of the direction in which I want to take the teaching of MFL as well as establishing and building new relationships with another MFL practioners. I am looking into building a local support network of MFL coordinators.

In 2015-2016 I aim to:

- Continue to develop our scheme of work.
- Implement the new form of assessment across KS2.
- Establish links to local secondary schools and their language departments with the aim of setting up cross phase projects.

'I like being able to have a simple conversation when I go on holiday to France.' (Edward – 3A)

Learning French is really fun because we get to do lots of different activities'. (Aimee – 6WB)



Year 5 rehearsing for a performance.



Year 6 learning about daily routines

'I find learning French satisfying because I can see myself making progress.' (Ashwin – 5M)

Kitty Cole – July 2015

MFL coordinator

Music

Curriculum

This year children from Year 1 through to Year 6 have had weekly music lessons and Year 3 has continued to benefit from weekly First Access music sessions delivered by Greenwich Music Hub tutors. Children from Years 4, 5 and 6 have received additional instrumental tuition delivered by specialist instrument teachers.

The new curriculum was developed by Mr Hinchliffe towards the end of last year and has been fully implemented this year. Cross-curricular links have been made where possible and has proved to be very successful, for example Year 2 has a topic 'Africa' in the spring term, and the music topic has been developed to assist them with understanding traditional African songs, musical instruments and dances. The children were able to use their learning from music lessons in an assembly delivered to parents.



I have found that the new curriculum has allowed me to teach many musical elements simultaneously through exciting and relevant topics and they have been greatly received by both children and teachers.

Resources

This year Mr Hinchliffe purchased two new keyboards, as well as a new set of keyboard stools and headphones. This has enabled me to teach larger groups of children and has encouraged more children to come and rehearse privately during lunch times.



I am in the process of discussing the purchase of more recording and sampling equipment which I hope to utilise during upper key stage two music lessons.

Concerts

All children in Reception, KS1 and KS2 have performed songs to celebrate Harvest, Christmas, Spring and Summer (Arts Week). This year KS2 had the opportunity to write their own lyrics for the spring concert. The children immensely enjoyed this process and it is one that will be adopted for future concerts where possible.

Children learning musical instruments have had various opportunities throughout the year to perform to their peers and parents. Members of the Senior Band performed at the Christmas Concert, playing 'Santa Claus is Coming to Town' and 'Do You Hear What I Hear?' and the Sherington Brass Band opened the Christmas concert with 'Rudolph the Red Nosed Reindeer' and the Spring concerts with their rendition of 'Eye of the Tiger'. The final musicians' concert in July, 'Shosholozá', will bring together all musicians and showcase pieces they have been working on throughout the year. There are currently 110 children in KS2 taking part in this concert, with more children asking to receive musical instrument lessons next year.

Year 3 had an opportunity to share music with parents and peers in an assembly in June this year, performing 'In the Jungle' on keyboards, drums and brass instruments.



Children from Year 5 sang at the Blackheath Concert Halls in November as a part of the 'Festival of Voices' to commemorate the 100 years since the start of the First World War. Children learnt songs from that era as well as up-lifting and more recent songs.

Glee Club

Glee Club continues to be over-subscribed with children asking to join on a regular basis. We audition children from year 3 to year 6 at the start of the year to ensure to very best singers. Children in KS1 were asked which after school clubs they would like to join when they move into KS2, and three children said 'Glee Club'. We have a wide range of children auditioning, including a good number of boys.

We have performed in many concerts throughout the year including the Sherington Christmas Fete, The Old Royal Naval College Chapel, the opening of the Sherington Linnaeus Garden, the Sherington Summer Fete and the Royal Festival Hall.

Workshops

Children in Year 4, 5 and 6 received workshops from visiting artists in March this year. Trinity Laban came and did workshops on Brass, Wind and Percussion ensembles with Year 4, focussing on composition. Children enjoyed seeing the different instruments and hearing how they can sound when performers reach a high standard.

Year 4 children have given their thoughts on the workshops they attended:

Hannah: I found it very exciting to conduct the musicians. It was a bit scary but it was also fun because I had the power of what they were playing.

Rami: I really enjoyed the end when we created our own music.

Maya: When the girl pressed the valves on the trumpet it sounded different. This gave me inspiration to play music when I'm older.

Arthiha: I really liked the swan lake piece of music because you could really picture the scene and it was really romantic and sad.

Medina: I liked learning about the history of the instruments.

Stefan: The trumpet, french horn and the piano played altogether and it made an interesting tune.

'The Rig' workshops took place to support work done on the BBC Ten Pieces program. Years 5 and 6 attending whole afternoon workshops involving understanding how instruments make sound, learning to play a piece together and learning different musical based games.



Claire McDonald

July 2015

PE and Extra-Curricular Clubs 204-2015

Gugafit

Following the success of The GUGAfit initiative launched in 2014, teaching staff continues to use the scheme to promote a healthy and active lifestyle for the children. The GUGAfit team were welcomed back to provide a refresher day for all teachers and children in September. GUGAfit has been successfully embedded in PE lessons and lunchtimes as well as the following outcomes;

- A new team of GUGAfit young leader (12 pupils from Year 5) were selected to work with KS1 children every day at lunch time. The leaders were encouraged to not only promote being active, but also fair play and to encourage all children to become involved in activities.
- Twice weekly KS1 /KS2 whole school 10 minutes of GUGAfit out in the playground at the end of lunch play.
- All classes from Nursery through to Year 6 continue to use GUGAfit during PE warm ups in twice weekly lessons.
- GUGAfitathon was held on the 19th June to raise money for Wide Horizons so that children from Sheringon can continue to benefit from the excellent outdoor educational opportunities and facilities at the centres. Children came to school wearing sports clothes and took part in GUGAfit sessions held throughout the day.
- The GUGAfit trophy was awarded to Year 6 in the launch assembly for their attitude towards keeping healthy.





“ I like being a GUGAfit leader because it reminds me of when I was little myself, it’s fun to dance with a crowd of people dancing’- Lenny 5M

“The GUGAfit leaders were great on Sports Day, they helped us warm up and I want to be one when I am in Year 5!”- Daniel Reception

Sportathon 2015

On June 24th Sherington were invited to take part in the yearly Greenwich Sportathon held at Sutcliffe Park. 30 children from Years 3 and 4 were selected as part of a team. The children took part in an athletics tournament against 66 other schools. The team displayed fantastic sportsmanship and were often seen congratulating fellow competitors. The event leaders made a point of commenting on how well behaved, mannered, organised the team were and how excellent their attitudes towards their competitors was.

We were delighted to come 3rd in the heats and to go through to the final on Friday 26th June. Unfortunately we did not win a trophy this time but the children again were praised for their sense of fair play and attitude in the competition.



Sports Day 2015

On Wednesday July 8th, children in KS1 and KS2 took part in Sherington Annual Sports Day. Children enjoyed a variety of events and we were proud to have so many parents and carers there to share the day! GUGAfit leaders mentored and supported children in KS1 events.



“It was good to see the enthusiasm and support of the parents. The children were fantastic and it was a great day!” Mrs Facer

Swimming

All children in Year 4 took part in swimming for a term and a half. The aim was to increase the numbers of children who achieved their 25m target.

4P- 21 out of 30 children achieved 25m or more.

4C- 17 out of 30 children achieved 25m or more.

38/60 children. Next year swimming will continue in Year 4.

'I enjoy swimming because we get to improve our skills, its especially good if children haven't had a chance to do much swimming outside school. It's a good opportunity to practise' –Hannah 4P

Football League

Sherington Football Team had an incredible year in the Charlton Schools League. They were the only team in the league to remain unbeaten. The children benefitted from two coaches, Mr Wilkes and Miss Cudmore (a parent volunteer) every Tuesday and demonstrated great dedication to their training. The league took place at Meridian Sports Centre on Tuesdays. Sherington performed fantastically and were named as 'one of the teams to beat'. As a result of their fantastic efforts the team won the league and were presented with a trophy at a presentation on Tuesday 14th July. As well as placing first the children were also awarded with an 'Olympic Excellence' award to commend them on their achievements.

The children displayed great team work and showed that they were gracious winners, always congratulating and thanking their opponents.

The children were proud to wear their kit, provided last year by Charlton Triangle Homes.





Coaches

The following year groups have continued to benefit from weekly coaches this year.

Tennis Coach–Year 3

Swimming Coaching- Year 4

Multi-skills coach – Year 6

Gymnastics- Year 6

Cycling Proficiency Course- Year 6

Multi-skills

“Having outside coaches has benefitted the children as well as myself as a teacher, it has been particularly useful watching the multi-skills coach assess the children during the lessons and it has improved my subject knowledge”- Ms Cole.

Children in multi-skills have enjoyed weekly session with a coach from Activ-Kids (Dave Hall).

Children were assessed in the following areas at the beginning of the year and then again at the end of the year. Children were given a score from 1-5 with 1 being ‘Cause for Concern’ and 5 being ‘Exceeding’.

- Acquiring and developing skills
- Selecting and applying skills
- Tactics and compositional ideas
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

All children in Year 5 either maintained their original score or moved up 1 or 2 sublevels.

Gymnastics

“I love gymnastics because we have a fun teacher, she works us really hard but we don’t notice because it is always fun. I have become a better gymnast because I have worked so hard, I’ve also really enjoyed myself”- Shanice 5P

The gymnastics coach has continued to be a positive influence on both the children and teachers. Tracy Burt will continue next year and take on more year groups as well as 5 and 6. Teachers were asked to fill in a survey about their observations and views of lessons,

“It was a pleasure to watch such a fantastic coach and it has given me inspiration for making lessons fun and engaging, yet still practising the same skills” – Mrs Pollard.

“I have grown in confidence from watching Miss Burt, she makes warm ups and cool downs fun using simple equipment and the children are enjoying themselves but at the same time making excellent progress. I feel I could carry those ideas into my own lessons”- Mrs Mahajan.

The coach assessed children on the units they had covered as well as Listening, Performing and Responding. The children were graded at Level 1 (Satisfactory), Level 2 (Good) or Level 3 (Excellent) in each of these three areas.

Year 5

Listening

66% of children achieved a Level 3 and 31% of children achieved a Level 2

Performing

78% of children achieved a Level 3 and 19% of children achieved a Level 2

Responding

71% of children achieved a Level 3 and 25% of children achieved a Level 2

Year 6

Listening

59 % of children achieved a Level 3 and 32 % of children achieved a Level 2

Performing

67 % of children achieved a Level 3 and 30 % of children achieved a Level 2

Responding

59 % of children achieved a Level 3 and 35 % of children achieved a Level 2

Physical Opportunities

- The children in Sherington are able to enjoy many opportunities for physical activity.
- One class per week are allocated a slot in the ball court to enjoy games with Mr Wilkes (basketball and football)
- We used some of our Sainsburys Active Kids Vouchers to buy new equipment for monkey the playground (balls, bats, hoops, bean bags, pink skipping ropes)
- Midday Meal Supervisors lead children in playground games
- Markings on the playground floor encourage children to invent their own group or individual games (hopscotch, maze etc)
- EYFS playground has new PE equipment for playtime bought using Sainsburys voucher scheme. Children also have wooden climbing frame and obstacle course.
- All children took part in Kung Fu and Tai-Chi workshops as part of Chinese New Year celebrations.
- As part of Arts Week all classes took part in a dance workshop led by Wendy from GDA (Greenwich Dance Agency) to choreograph dances linked to the whole school topic 'The River Thames'.



“We are so lucky to have the climbing frame at lunch, because you can use it to play so many games like It and Catch and I really like climbing’- Noah 3

A

After School Clubs

Below is a list of clubs that have run in Sherington throughout the year.

Teacher	Club	Year Group (s)	When	Where?
Mrs Mahajan	Bollywood	3/4	Tuesday	Music Room
Miss Peterson	GUGAfit Club	1/2	Monday	Hall
Mr Atwal	Homework Club	3/4	Monday	3A
Miss Cox	Culture Club	1/2	Monday	1C
Mrs Facer	African Animals	1/4	Monday	ICT suite
Mr Hall (Coach)	Basketball	5/6	Friday	Ball Court
Ms Burt (Coach)	Gymnastics	5/6	Tuesday	Hall
Ms Cole	German	5/6	Tuesday	6C
Mrs Macdonald	Glee	3/4/5/6	Monday	Music Room
Mrs White	Reading Circle	6	Tuesday	6WB
Mr Olney	STEM (science)	3/4/5/6	Tuesday	ICT suite
Mr Olney	Gardening Club	mixed	Monday	Nature Garden

