

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

The end of Year Curriculum Report is primarily written to support the work of the Governing Body. The aim of this report is for all co-ordinators to provide Governors with an overview of the main areas of development for the last academic year.

Potographic evidence has become a very popular and effective way of capturing the school's journey across the year.

We hope you enjoy sharing Sherington's journey for 2016/17.



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

English

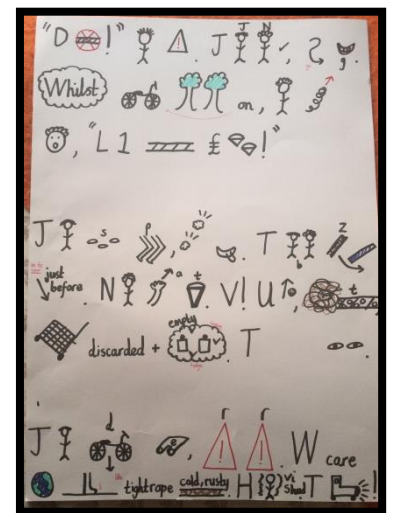
Talk4Writing

In April 2017, the way we teach English changed, with Talk4Writing being rolled out. Initially, the focus was just Years 1 and 5 but after being inspired by a whole school inset day, all year groups were eager to get involved.

Talk for Writing is powerful because it enables children to imitate the language they need for a particular topic orally, before reading and analysing it - then writing their own version. It builds on 3 key stages:

Stage 1: Imitation

Once the teacher has established a creative context and an engaging start, a typical Talk4Writing unit would begin with some engaging activities warming up the tune of the text, to help children internalise the pattern of the language required. This is then followed by learning an exemplar text, supported visually by a text map and physical movements to help the children recall the story or non-fiction piece. In this way, the children hear the text, say it for themselves and enjoy it before seeing it written down. Once they have internalised the language of the text, they are in a position to read the text and start to think about the key ingredients that help to make it work. To help the children understand the structure of the text, in Key Stage 2, we use the boxing-up technique and then help the children to analyse the features that have helped to make the text work.



Stage 2: Innovation

Once the children have internalised the text, they are then ready to start innovating on the pattern. Younger children and less confident writers alter their text maps and orally rehearse what they want to say, creating their own version. The key activity in this stage is shared writing, helping the children to write their own by 'doing one together' first. This allows the children to see how you can innovate on the exemplar text and select words and phrases that really work. Our key focus here is teachers demonstrating how to regularly read work aloud to see if it 'works'.

Stage 3: Independent Application

This stage continues to focus on the next steps needed to support progress so that the children can become independent speakers and writers of this type of text. More examples of the text may be shared, followed by more shared writing on a related topic and then the children can have a go themselves on a related topic of their own choosing.

"Senior leaders report that the introduction of Talk for Writing has made a huge impact on children's writing as well as their enjoyment of reading. During the learning walk, the children's enjoyment of the books they are focusing on was clear to see." - Matthew West

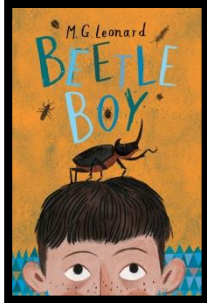
END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Curriculum Events

Author Visits

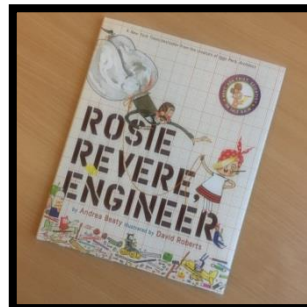
M.G Leonard



Starting the curriculum year on a high note, we welcomed an acclaimed children's author M.G Leonard to Sherington in September. In an assembly to KS2, Maya delivered an inspiring vision of how she writes and talked about where her idea came from for her most recent book, "Beatle Boy". She also ran a writing workshop with children in year 4 before finishing with a reading of her book. Many children went on to buy it.

Andrea Beaty

In the spring term, we had another exciting visit from a famous author, Andrea Beaty, who came all the way from Chicago to talk about her fantastic books. Her talk about her positive role models that promoted her creative thinking and problem solving inspired us and our guests from Invicta School. She even had her book 'Rosie Revere, Engineer' sent to the International Space Station as part of the Story Time from Space project.



Presentation to Reception Parents

In September, Miss Peterson, Mr O'Leary and I delivered a presentation to Reception parents outlining how they could support their child at home in reading and writing. The event was, again, well attended, with 80% of pupils being represented. Parents were then given the opportunity to visit their child in the classroom to see and observe first-hand some of the strategies discussed in the meeting. Feedback from questionnaires showed that parents found the session very useful and that it would change how they work with their child at home. Handouts were given to parents to further support their child.

'I found today's session extremely valuable. It provided a good recap for me, especially with blending and using phonemes.' - Reception parent

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

'I was keen to find out where to access tools that are used at the school e.g. the Ruth Miskin cards.' - Reception parent



English Open Morning

Parents and carers from across the school visited us on Thursday 17th November, for our English Open Morning. It was a huge success and very well attended. Our visitors saw an inspiring glimpse of how Haiku poetry is taught within the school. As always, the feedback was truly wonderful. One parent quoted *'I am so impressed with the level of interaction and engagement of both the teacher and the students. Everyone was engaged and excited, I am so proud of this amazing school'*.



Christmas Story Telling

In the week leading up to Christmas, the Senior Management team hosted Christmas Storytelling sessions, for the third year running. Pupils were invited back to school, at 5pm, to listen to Christmas stories. Children enjoyed listening to stories, in their pyjamas, with their parents present.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Year 6 National Theatre Project

In the spring term, Year 6 took part in various workshops working with the National Theatre Company. This was aimed to introduce children to theatre and performance through a high-quality touring production, alongside a creative learning programme, with a focus on English. Year 5 and Year 6 children then had the privilege of watching 'Romeo and Juliet' performed in our hall by the National Theatre Company. We definitely saw the impact of these sessions when Year 6 delivered their end of year performance - Bussy Malone.



Shakespeare Workshop

In the Spring Term, Year 5 took part in a workshop, which was delivered by the Royal Shakespeare Company. The children had so much fun; they looked at Shakespeare's language, characters and themes throughout his play 'A Midsummer Night's Dream'.



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Sherington's Book Swap

To celebrate 'World Book Day', we held our third annual 'Great Sherington Book Swap!' It was a great success; we had more books than ever this year, so children were fortunate enough to have a wide variety to choose from. Julia Dyer, a parent, helped categorise the books and delivered the book swap. There was such a buzz in school that day, all the children were so excited to read and the majority walked around with their head in their book for the day.



World Book Day

World Book Day was celebrated with pupils and staff dressing up as characters from the book 'Biscuit Bear'. Pupils were given the opportunity to take part in English activities with different teachers in different classrooms. We also held an assembly giving everyone the chance to show off their ingenious and creative costumes. Parents, carers, children and staff put in so much effort on this day. It truly was remarkable.



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Able Writers Day

Children in years 3 and 4 took part in an enjoyable and rewarding workshop, working with one of the UK's leading non-fiction and fiction writers, Matt Whyman.



Poet Laureate

In June, as part of our preparations for Arts Week, we had a whole school poetry focus around 'Artists and Architects' with all classes devising a poem based on their art work. The product of this unit of work has been displayed in folders and ambitious displays along with the art work. Each teacher nominated one pupil to go forward to the 'finals' of our Sherington 'Poet Laureate' competition. The winner was then announced in Arts Week assembly. Across the year, the Poet Laureate has written the poems for all the concerts and has read them beautifully to an audience. Across the school, the poems this term show that 'whole school poetry' has really helped to raise the profile of poetry with children becoming more confident and eager to write them. Children are also enthusiastic to be shortlisted for the finals of the competition!



Teaching and Learning

- I have carried out book monitoring and given subsequent feedback
- Written/verbal personalised feedback offered to all teachers with clear points for improvement
- Actionable targets reviewed in subsequent book look
- Written feedback has been provided to SLT
- The SLT and I have held planning meetings with year groups
- INSET: I led 4 professional development meetings: 1) With a focus on poetry (for our English open morning) 2) For all teachers on planning, with a focus on Talk4Writing, to further develop staff expertise in the teaching of English 3) A follow up from the Talk4Writing Inset 4) Moderating writing from Nursery to Year 6

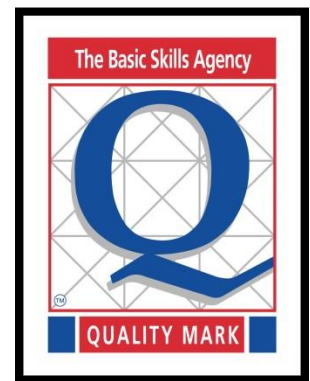
END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

- In the English leadership group, teachers (who have met over three sessions) have had opportunities to share best practice and review the marking policy, which is still in working progress
- Upper KS2 teachers delivering aspects of Reciprocal Reading, a strategy for promoting purposeful discussion of texts through the key reading skills of predicting, summarising, clarifying and questioning. Four members of staff in upper KS2 have also attended the external training for Reciprocal Reading at the CLPE
- In the Autumn term, we are planning to carry out a lesson study with a focus on Talk4Writing; we anticipate that staff will learn a lot from this.

Basic Skills Quality Mark

In July 2017, we renewed our Basic Skills award. The award celebrates and supports continuous improvement in basic skills within English and Maths. It is awarded to recognise the school's provision, practice and performance in the key areas and is valid for three years. Following a visit from the validator (Jo Atkins), it was successfully renewed.



'Collaborative work across the school from EYFS to Year 6 has strengthened provision and ensured consistency in teaching and learning.' - Jo Atkins

'The implementation of Maths No Problem and Talk for Writing has engaged staff and children in a different approach to learning.' - Jo Atkins

Sherington is one of 29 out of 56 primaries in Greenwich currently holding an active award, and one of very few schools who have successfully renewed the award at least 5 times. The application involved Mr Atwal and I collecting evidence from the past 3 years which showcase Sherington's approach to: assessment, target setting and impact; elements relating to under-attainment and/or underachievement; teaching and learning of Maths and English; involvement of parents and carers.

CPD for the English Leader

I have taken part in a range of training, including: Leadership Course with Inspire; Greenwich Council English Meetings; an 'excellence' day at a school that was accredited an award of excellence for English from Challenge Partners; St Georges Primary (Talk for Writing School) and Talk4Writing whole school Inset.

Lisa McKeon

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Mathematics

Maths No Problem

This academic year has seen change with Maths No Problem being rolled out in Years 1-5. Maths No Problem embodies the mastery approach to mathematics and follows the concrete, visual and abstract route with new concepts. It is an approach to learning where children break down steps and use visual representations to solve problems.

The lesson structure has changed and been continually developed throughout the year. Children are presented with an "anchor task" - a hook and opportunity for children to discuss and work out the learning of the lesson through an open ended problem. Children are provided with concrete and pictorial representations to guide their learning. The children are then presented with different ways of solving the problem before being taught a particular method explicitly. Afternoon interventions and support systems have been put in place for those learners who may need further guidance to help them become secure in the particular concept. The introduction of "Quick 6" has been used as an enrichment activity in order to stretch rapid graspers during all parts of the lesson.



Due to the differed Maths teaching, the Calculation Policy has been updated. It now greater reflects the teaching process used in school (concrete, visual and abstract approach), but is still in line with the National Curriculum.

Year 2

Addition: Add with 2-digit numbers

Before moving onto the written method, children should add using a range of resources and methods.

Use a range of resources to add and associate to a written method (column method)

Use knowledge of number bonds to add numbers

When renaming, show the expanded method, but link straight to the compact method.

Children should use bars as a visual model to solve addition calculations and exposed to word problems.

Subtract: Subtract with 2-digit numbers

Before moving onto the written method, children should add using a range of resources and methods, including using knowledge of number bonds to subtract numbers.

Use knowledge of subtraction to take away groups of 10.

Use a range of resources to add and associate to a written method (column method)

When renaming, you subtract the ones first, and then cross out the number you need to rename and write new number on top.

Use knowledge of number bonds to subtract

Children should use bars as a visual model to solve subtraction calculations and exposed to word problems.

Year 2

Multiplication: Calculate mathematical statements and solve problems for multiplication within the multiplication tables (2, 5 & 10)

Begin with consolidating Year 1 repeated addition and associate to multiplication.

Before moving onto the written method, children should add using a range of resources and methods

Children will associate the law of commutativity to multiplication using arrays and practical resources to show.

Move onto abstract rules with problems.

Division: Calculate mathematical statements and solve problems for division within the multiplication tables (2, 5 & 10)

Build on Year 1 by consolidating grouping equally. Use a range of resources to show division.

Work on each times table in order (2, 5 then 10). Use idea of grouping before show division and link to the abstract calculation with the ÷ sign.

Associate to the law of commutativity to show link between multiplication and division.

Work through CPA approach.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Maths Open Morning

In the Spring Term, we introduced a Maths Open Morning for all parents (Years 1 - 6) where they could witness their child's learning in Maths. I created a 5 minute video explaining the key concepts in Singapore Maths, Maths No Problem and how we teach Maths at Sherington; this was made available online a week prior to the Open Morning. The morning was well presented, with 167 children being represented. The feedback was very positive with 100% of responses indicating they enjoyed the session and 96% indicating they better understood how Maths is taught at Sherington. Below is some of the parental written feedback:

Very impressed with the teaching method and how well the children understand it - even though it made my brain hurt!

We enjoy these mornings as it allows her to show me what she's learning and how she learns. It's nice to have the opportunity to spend time with her in her educational environment.

Really helpful to see a lesson in progress and understand the techniques used. Very impressed with year 6 standard.



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

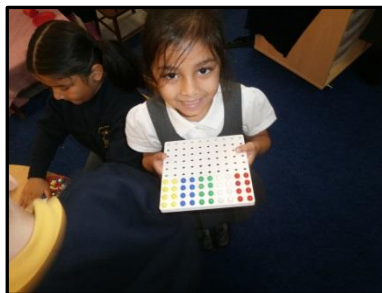
Reception Maths Morning

We hosted an open morning for reception parents in the Autumn term, where Miss Peterson (EYFS Leader) and I delivered a presentation to parents outlining the structure of Maths lessons, how key topics are taught and how they can support their child's maths learning at home. The event was well attended with 75% of pupils being represented. Feedback from parents showed that 100% of parents felt they better understood how Early Years Maths is taught at Sherington. 100% also indicated they felt more confident about supporting their child's maths learning at home with 97% saying they would change the way they support the learning at home so it fits in with Sherington's approach.

Below is some of the parental written feedback:

What I found most helpful was the different ways to introduce the concept of numbers to children by using different things around the home. I also found the idea of not rushing my son to numerically identify numbers and just get him to take his time and practice with play well.

Now I am confident to help my child to improve in her maths and do better. I feel really confident about the maths learning at school now.



Timetable Passports

This year has seen the relaunch of Timetable Passports. They have been updated so the order of times tables are in line with the National Curriculum. Children now have the opportunity to be tested by a member of SLT weekly, as well as continuously by the class teacher. Upon completion of the passport, children are rewarded with a certificate. Feedback has shown that this has really increased the profile of timetables around the school with pupils becoming more confident and eager to complete their passport.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Maths Competition

To help raise the overall profile of Maths, we introduced a termly Maths competition in the Summer Term. These challenges are accessible for all children (Reception - Year 6). The first winner of the competition was Max Wilford (4W). This was promoted through the newsletter, Twitter page and the school website. This will continue into the new academic year.

Lesson Studies

In the Spring Term, all teachers took place in joint lesson studies with their year group partner and a member of SLT. The overall aim was to see how we can improve the way pupils learn through appropriate challenge and questioning/dialogic teaching. This was achieved through year group teachers observing a rapid-grasper and a pupil premium child in the opposite class, in a Maths lesson. Key findings included ensuring there's appropriate challenge at all parts of a lesson, effective use of TAs and explicit and consistent models are used throughout. These findings have been met through attending various courses, providing consistent CPD, updating the calculation policy as well as updating the structure of Maths lessons.

Basic Skills Quality Mark

An application was made in July 2017 to renew our Primary Basic Skills award. The award celebrates and supports continuous improvement in English and Maths. It is awarded to recognise the school's provision, practice and performance in the key areas and is valid for three years. The application was successful and following a visit from the validator, it was successfully renewed. We keep our award until 2020 when another application to retain the award needs to be submitted. Sherington is one of 29 out of 56 primaries in Greenwich currently holding an active award, and one of very few schools who have successfully renewed the award at least 5 times. The application involved Miss Mckee (English Leader) and I collecting evidence from the past 3 years which showcase Sherington's approach to: assessment, target setting and impact; elements relating to under-attainment and/or underachievement; teaching and learning of Maths and English; involvement of parents and carers.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Continuing professional development

I have attended various Maths courses to help support the mastery approach to Maths and effective Maths leadership. This has included attending Greenwich Meetings as well as working with other Maths Leaders within the Inspire Partnership. In order to update the teaching and learning of Maths, I have attended differentiation courses and Maths No Problem INSETs in order to disseminate to teachers.

CPD has also been provided to other members of staff. All staff members were provided with a whole day INSET, at the beginning of the academic year, about Maths in order to ensure a smooth transition. Ongoing CPD has occurred throughout the year in order to update the Maths teaching and learning. Both year 2 teachers also attended a Maths Open Morning at Three Bridges Primary School in Southall (a school with Maths No Problem fully embedded); this has helped update Year 2 Maths in relation to the KS1 SATs.

Imandeep Atwal

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Science

Science Week

Science week allows the school to raise the profile for science and it provides scientific opportunities for all children. This year, the children had such an engaging week during Science Week at Sherington! Their learning was all based around the topic change. KS1 looked at colour change which they were enthused by and KS2 looked at changing states of matter which they found exciting to study. The week started with a bang! We had a visit from Fizz Pop Science who introduced science week in an assembly for the school which included lots of thrilling experiments that included a hovercraft. Throughout the week, there were workshops for every class to visit. Reception and KS1 had a workshop called 'Rainbow Bubbles' which revealed the secret of white light when we see rainbows in the classroom. Children got to play with special touchable bubbles and they created their own bubbles with a fizzy chemical reaction. Year three and four had a workshop called 'Crazy Chemists' where they explored chemical reactions, from colour changing liquids to slimy putty (every child made a pot and took it home) and included a cool mini explosion! Year five and six had a workshop call 'Water we going to do?' which allowed the children to observe colour changing water, learn how to make pennies shiny with chemistry and they explored the wonderful world of liquids.

"I think science week was great! My favourite part was when the little cup popped outside, it was very fun!" Robbert Harrison 3C



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

As well as the workshops, children were carrying out lots of scientific investigations throughout the week in their classrooms to prepare themselves for the Science Fair at Sherington. On the Friday afternoon of Science week, the art and design studio and the hall was filled with different year groups showcasing the experiments and investigations they had been carrying out throughout the week. All year groups were able to visit different stations to see live experiments and to talk to children from



different year groups about what they had been learning. Science week was a valuable educational experience for all children at Sherington.

Use of the garden for Science

The garden has been used by various classes for group activities linked to their topics in science. For example, 2T and 2D visited the garden to plant a flower which is linked to their pants topic. They observed the different plants in the garden and discussed what is needed for their own plants to grow.



Wide Horizons

Wide Horizons offers a comprehensive and innovative programme of activities for primary schools design to bring adventure. The money raised from staff/parents/governors completing the night walk of 50km from Eltham to Kent in June '16 has supported pupils from classes to take part in a Wide Horizons trip that links to the science curriculum.

Year Group	Session
Year 1	Plants: A Seed in Need
Year 2	Plants: Plant Detectives
Year 3	Stone Age - fire making
Year 6	Adventure Day

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

"I enjoyed feeding the pigs. I also enjoyed using sticks, leaves, pine cones and twigs to create a habitat. There were lots of trees, flowers and bees. I learnt all about the different parts of a plant." Munira Abdulle 2T



Teaching and Learning

Mathew West, our IP, visited during the spring term and was interested in finding out about our science curriculum. We discussed at length how our curriculum had been planned and reviewed. We talked about the different topics in each year group and how they are cross curricular. We also focused on how we wanted to improve science in the school further. Matthew was pleased with the science being carried out at Sherington.

Staff Meeting - Science focus

We held a staff meeting which focused on Science at Sherington currently, where we'd like to see Science moving towards and promoting science within all year groups. There was science experiments that all teachers carried out which gave them ideas, building on how we use questioning to develop our children as learners.



Science leadership group

Our leadership group met in the autumn and spring term to help support us with the planning of Science Week.

CPD

We have had opportunities to go on courses which have helped us to develop our pedagogy in science and to inspire us. The Science Subject Leaders network has been a good opportunity to share ideas and innovative practice.

Assessment

Learning ladders for Science is embedded therefore pupil progress can be clearly measured across all groups. Pupils are reviewing their learning against a wow question that is given at the start of a new Science unit. *Charlotte Truscott/ Kirsty Watson*

September 2016 - July 2017



Digital folders


Learning Challenge
Can I name the different stages of a river?

First we thought about what we already knew about the features of a river...

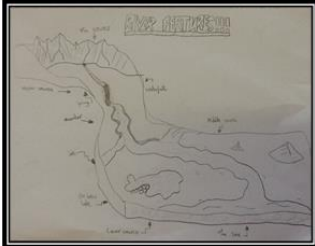
- rivers have fresh water
- rivers are long
- rivers can be different shapes and sizes
- rivers are found in different types of climates except deserts
- rivers start as springs
- the longest river in the world is the Nile or the Amazon.


Having completed our research we then drew diagrams to show what we had learnt.







Then, we watched a video about rivers and discussed the new vocabulary linking to the features of rivers.










Learning Challenge

Can I recognise how and why people may seek to manage environmental sustainably, and to identify opportunities for their own involvement?

We walked to the Thames Barrier where first of all, we looked at images of rivers flooding London and rivers flooding other places around the world. We then discussed the impact of Global Warming. From that we looked at and discussed the Thames Barrier. We discussed how it functions and the sight about what would happen if it was not there.



We were lucky enough to see the barrier open and closed



17

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Pupil Voice

Children at Sherington continue to enjoy and progress in their learning in Humanities.

It was really interesting because I found out what life was like before I was born and I got to see how people used to live. - *20th Century* **Rami Ali 6C**

"I found it interesting learning about Sir John Hawkins and how much influence he had." - *Black History* **Zak 5M**

'I think the Romans left because they couldn't fight off the tribes anymore.' The *Romans* **Grace 4W**

Staff meeting

The Humanities leader has carried out folder looks for each of the three terms to assess the quality of provision and progression of learning. As a result of this, the Humanities leader created a list of steps to success for creating an outstanding folder that will effectively show the children's learning and progression of skills. This was presented to the staff in a PDM in the summer term, where staff were given the opportunity to assess the gaps in their own provision and plan for improvements.

Humanities Hub Meeting

The Humanities Coordinator has hosted and lead the Inspire Partnership Humanities Hub meetings. Several schools (Rockcliffe, Foxfield, Woodhill and Mulgrave Primary Schools) have attended and our outstanding practice at Sherington shared. Sample copies of some of our termly planning and digital folders were shared with coordinators from the other schools. Some schools have made changes to their provision as a result, including developing new Humanities topics and buying fiction books to teach in English that link closely to the new Humanities topics being taught.

Nicole Fontaine

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Art

Arts Week

For Arts Week in July 2017, children created pieces of art relating to famous artists and architects, linking to their year group programmes of study. They also performed dances based on specific pieces of art from these famous artists and architects. The quality of artwork has gone from strength to strength this year, as teachers have felt more confident in delivering the subject.



"The Arts Week plans were very clear and engaged children with the artist." Year 4 teacher, Sherington.

"The Arts Week plans and art planning in general are very clear and easy to follow. They improved my confidence in teaching art, which has always been a worry of mine." Year 1 teacher, Sherington.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Display

Displays around the school have been transformed to include hessian backing, handwritten blurbs and black borders - as inspired by the Inspire Partnership schools. The children have responded positively to seeing theirs and their peers work on display and it has stirred an interest in art (and humanities) across the school.



Reception - Kandinsky

Year 1 - Damien Hirst



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017



Year 2 and Nursery -
Van Gogh

"I like seeing my art on display, it never usually gets put up. It makes me feel very proud." - Stanley, year 2.

Year 3 - Grayson Perry



END OF YEAR CURRICULUM REPORT
September 2016 - July 2017



Year 4 - Matisse

Year 5 - Derek
Lerner

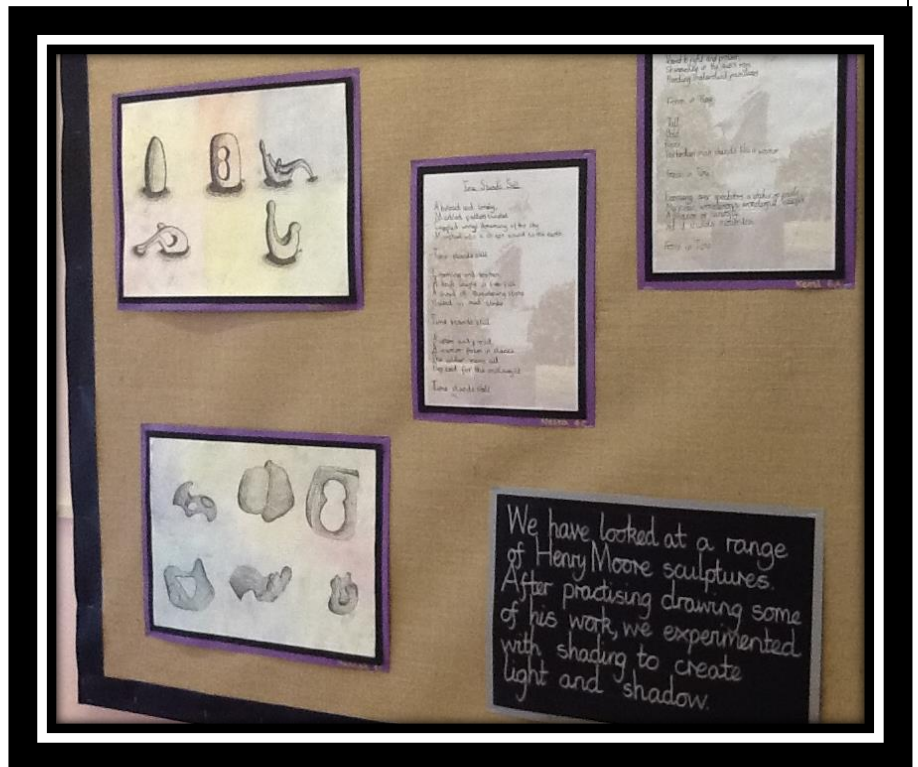


END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Year 6 - Henry Moore

Sherngton Art & Design Studio



To further promote our learning and achievement in the arts, a new art and design studio has been built on the school grounds. The 'Creation Station' has been a great success and the children have enjoyed using the extra space.



"I love using the creation station, it has lots more space. I especially like it when Miss Darling lets us do our art on the floor!" Ellieanne, year 4 (Art club).

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

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 2016. 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. In order to ensure a successful application in the next round, we needed to address the issue of providing an after school club related to the arts throughout KS1 & 2. Since April 2016, the school now offers an arts and crafts club to KS1 & KS2, which has a healthy uptake; though there is still the issue of getting boys more involved.



Primary Art in Education Programme - Woodhill Primary School

The Inspire Partnership art course ran by Emma Bairstow (art leader at Woodhill), was a programme that ran from March to May (fortnightly from 4.30pm to 7pm) was attended by myself and other members of staff from year one up to year five. The aim of the course was 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 teachers were given the opportunity to use and apply the techniques being taught. Teachers were able to plan whole units of work based on an artist or topic that could then be used back in class. Emma's suggestions on how to plan these units of work around specific artists and topics have subsequently been used to inform whole school planning; this has led to an increase in teachers' confidence in the deliverance of the subject.

"I really enjoyed our art course as it increased my confidence in both planning and teaching art. It showed me how to plan a series of art lessons working towards an end product." - Year 5 teacher, Sherington.



END OF YEAR CURRICULUM REPORT
September 2016 - July 2017



Archie, 2D. Very proud to show off his successful print block painting.

Persha Darling

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Music

Curriculum

This year the music timetable was adjusted in order to provide children with an hour-long lesson, instead of half an hour. This was after a pupil survey at the start of term, where a majority of children in KS2 wanted more music. The adjustment meant that music could be used to cover PPA for teachers (alongside dance and computing), and that children from year 2 up had longer music lessons. This extra time has allowed children to really engage with our focus area of study and given them more time for practical lessons.

Year 3 has continued to benefit from weekly First Access music lessons and enjoyed a showcase concert in June. Children in years 4, 5 and 6 have received additional instrumental tuition delivered by specialist instrument teachers. There continues to be a high demand for instrument lessons and once again, over 100 children participated in our end of year concert in July.

The curriculum continues to be successful and I have discussed further curriculum links with other subject leaders to ensure that links are still relevant and purposeful.

Challenge Partners

We were visited by Challenge Partners in the Autumn term and music at Sherington was identified as an Area of Excellence. The feedback focussed on our music curriculum: "The music curriculum is exciting and bespoke and has been developed, coordinated and delivered by a passionate and enthusiastic full-time music specialist teacher." As well as the impact on pupils' outcomes: "A high percentage of children leave Sherington with outcomes beyond the end of year expectations. Furthermore, music has had an impact on pupils' outcomes that is wider than the progression of musical skills and understanding. Music has developed children's concentration, levels of pride and sense of achievement, raising their confidence and self-esteem."

The outcome of this visit will mean that we will run several Music Leadership Development Days over the next three years. A trial day was held in May for members of the Inspire Partnership and was very successful.

"There have been lots of practical examples to move music forwards. The variety of whole class, instrumental and vocal sessions has provided many useful points of development for our school." - Music leader at Woodhill

"The performances were inspiring - amazing show of talent. The discussion sessions were most helpful." - Music leader at Foxfield

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

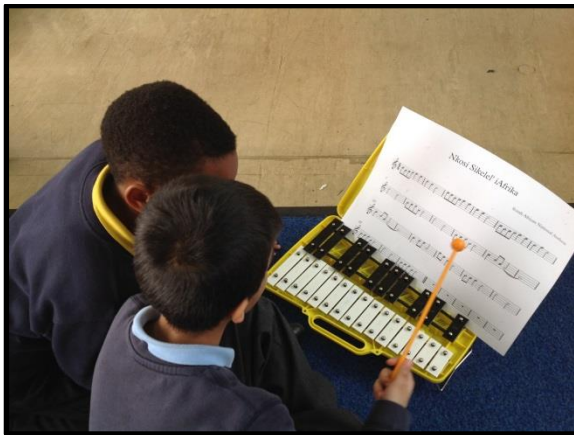
Inspire Partnership

This year the Inspire Partnership held CPD sessions for different subjects lead by members of the partnership. I lead the 'Hub' for music and held three meetings through the year. This was a great way to discuss how music is taught in the different schools across the partnership, as well as an opportunity to share best practice. The contacts made through this hub will be helpful for moving the music curriculum forward in all schools across the partnership.

I also lead an NQT session for the Inspire Partnership in May. The session focussed on planning and teaching music; developing the music curriculum, with links to the wider curriculum; and showing progression in music. This session was attended by 25 NQTs from schools across the partnership and was very well received.

Resources

This year I purchased 10 chromatic glockenspiels (to help children to play in a variety of keys); a set of chromatic boom whackers (which have been used in PSHE buddy sessions); new headphones; a set of new easy-adjustable music stands; as well as a variety of music books for children from 5 up. All resources have been used in music lessons and have helped children to work together to create music.



Concerts and performance opportunities

All children in Reception, KS1 and KS2 have performed songs to celebrate Harvest, Christmas, Spring and Summer (Arts Week). Songs have continued to show the fantastic voices of the children, as well as their ability to perform complex parts simultaneously.

We had a fantastic Music Concert in July which showcased children from year 4, 5 and 6 that have been learning instruments this year. The concert took place at the Blackheath and Charlton Baptist Church and was very well attended.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Year 3 children had the opportunity to share their musical journey with their parents at an end of year concert in June. They performed 'Mama Mia', singing two verses and choruses and playing parts on keyboards, trumpets and drums. This concert was very well attended by parents.



Children learning a musical instrument have had various opportunities throughout the year to perform to their peers and parents in special music assemblies. I have continued to encourage children that learn an instrument in and out of school to share their progress through performances but also through our 'Wall of Fame' - a board that showcases pupils' progress on their instrument through graded examinations.

Glee Club

Glee Club continues to be very popular and over 70 children from years 3 to 6 auditioned for a place in September. The numbers were increased to 40, due to the high demand, and resulted in a richer, warmer sound and more opportunities for group harmonies.

We performed at many concerts this year, both in and out of school, including: Royal Festival Halls, Blackheath Halls, The Painted Chapel, Charlton Park Academy Christmas Fair, and the Royal Standard for Boppin' Bunnies Christmas sing-a-thon. The children worked really hard to learn lots of different songs, some with complex harmonies, and showed themselves to be professional and mature in their performances.



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Mini-Glee

This year I started a Mini-Glee club for children in years 1 and 2 after many requests from parents to form a choir for younger children. The club ran for 10 weeks each term and was open to 20 children across key stage 1. They performed a special Christmas assembly with the older Glee children, as well as a piece at the Harvest and Spring concerts. Feedback from the children and parents on Mini-Glee was very positive and it is something that I would like to continue next year.



Senior Band



Our senior band has had a fantastic year, playing more complex music including 'Birdland', a jazz-fusion piece by Joe Zawinul - a composition never before tackled by a primary school band. The arrangements of the pieces by Phil Veacock are exciting and really engage with the children. Our band performed at the Music Leader's Development Day and blew the

audience away with their professional performance.

Community Choir

Our Community Choir has continued throughout this year, tackling new and more challenging material. We have opened our doors to other people in the local community, not just parents and carers and hope to increase our numbers next year. We have performed at the Christmas and Summer fairs and hope to perform at other venues next year.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Children's experiences:

"I love that I got to perform on the keyboard and my mum got to see me play." - Jacqui, 3C

"I find music very challenging and fun. Mrs McDonald is a great music teacher and I learn all about music from her." - Rebecca 6A

"Making our 20th Century posters has been my most favourite part of music so far in year 6. I loved that we were able to express our love for music for other people to see." - Bethany 6C

Clare McDonald

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

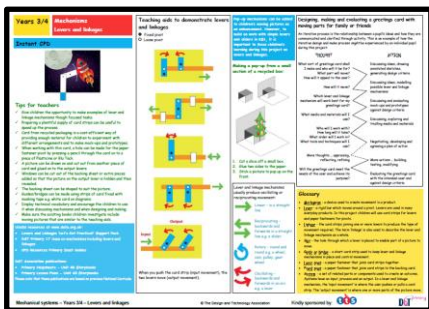
Design & Technology

Importance of DT

Design and Technology (D&T) is the inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world. Design and Technology is about providing opportunities for students to develop their capability, combining their designing and making skills with knowledge and understanding in order to create quality products.

Sherington Art & Design Technology Studio - update

To further promote our learning and achievement in the arts, a new Art and Design Technology Studio, named The Creation Station, has been built on the school grounds. The studio signals the school's commitment to design and technology, and is an integral space for children to unleash their creativity. The studio now stores a wide range of quality resources for both Art and Design and Design Technology sessions and is a bespoke learning space for creative subjects. Children from Nursery through to year 6 have had the opportunity to use the Studio to develop their creative, practical and artistic skills in a beautifully created environment. The space has been used for a wide range of creative learning opportunities and has provided the children with a space to identify with DT teaching and the equipment that enables children to create fantastic products.



DT association membership

Sherington has signed up to the DT association and purchased a resource that supports the creation of a bespoke DT curriculum for the school. The framework provides steps for progression in children's knowledge, understanding and skills. These include but go beyond the new programmes of study. Age-related

expectations have been developed for KS1, early and late KS2. These are intended to provide skills related CPD which build on pupils' previous learning and ensure an appropriate level of challenge. The intention is for pupils' learning to be developed cumulatively. This means that learning from previous key stages should be revisited in teachers' planning and practice and used in a more sophisticated way in subsequent key stages.

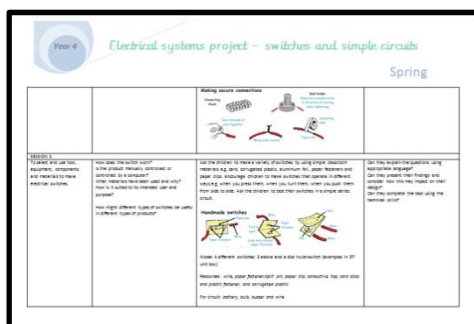
END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Curriculum overview

The DT association's materials have been a quality resource used to create a custom-fit curriculum that relates to our overarching humanities curriculum and that allow us to tailor DT to our outstanding expectations of teaching across the curriculum. It is important that DT is taught consistently, with a range of skills that develop and progress over a child's time at Sherington. A new curriculum map, with carefully thought progression of skills, has been written to ensure that this was the case. Skills will be built upon so children are creating and producing increasingly sophisticated products with the skills they have developed over their time at Sherington. The units outlined allow them to experience and consolidate on the curriculum, and beyond, of what is outlined by the DfE.

Year 3	Changes in Britain from the Stone Age to the Iron Age	Climate	Greece
	Structure - skull with CAD - Shelter building at Wale Horizons Environmental Centre (Stone Age workshop) Food - cooking and nutrition - Healthy Eating week - peeling and chopping skills Electrical/mechanical and programming - Lego MINDS (Smart Spores) - ICT	Structure - frame structures - Design and make a weather station, a water collector to measure rainfall, weather vane	Mechanisms - pneumatics - Creating a Greek mythological monster (link to humanities and English) Food - cooking and nutrition - Greek food: Greek salad/hummus
Year 4	Indus Valley & India	Roman Empire and its Impact on Britain	Anglo-Saxons and Vikings
	Art & DT project (shcherchenhoffen) Indian Dancers, Masks (link to humanities/English) Electrical/mechanical and programming - Lego MINDS (Hungry Alligator) - ICT Food - cooking and nutrition - Cooking - India - Healthy Eating week - slicing and grating skills	Electrical systems project - switches and simple circuits - torch (science link - electricity) Food - cooking and nutrition - Cooking - Stone of Marston (cooking session at Charlton Manor)	Mechanical systems - levers and balloons - Pop-up book project (English link - myths and legends)



Unit plans

Each project has an accompanying unit plan that has been created in school to support teaching and learning. Three unit plans have been written for each year with the progression of developmental and technical skills in mind. Each project includes an

initial investigation session evaluating existing products, then sets a project statement, and moves onto planning and creating the product. Each unit plan ends with an evaluation of the project.

Continuing Professional Development for Staff

Staff have received training on the principles of DT under the new curriculum and made aware of the developments in Sherington with DT. The Assistant Headteacher, responsible for DT, has received training and been supported by the Headteacher in the development of DT. The Assistant Headteacher has worked with staff on individual unit plans and developing projects including with the ICT coordinator on computer based design.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Projects with other organisations

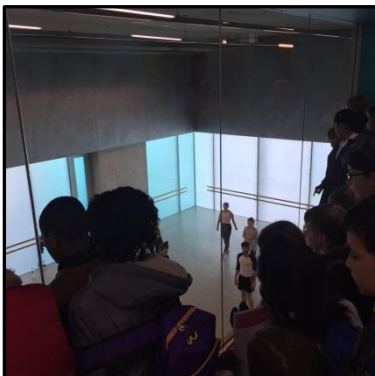
Working with external organisations, who have knowledge and specialist facilities for DT, has been an important aspect of promoting DT in Sherington. Feedback from parents and other stakeholders had been taken on board and we have had several successful projects.

Thomas Tallis:

A year five unit plan involved collaboration Thomas Tallis Secondary School. Children have worked with the DT department to create bags. We have used the facilities and experience of Thomas Tallis staff to create individual bags to fit a brief set out in the unit plan. It has given year five children a taste of secondary school whilst providing specialist teaching that improves technical knowledge of DT for our teachers.



Open City - Architecture in School Project:



Our year 5 children have had the opportunity to work with design professionals such as architects, structural engineers and architecture curators of specific buildings to work a brief: 'Design an open city neighbourhood'. Both year five classes visited a famous London building (Laban Centre and Horniman museum) to explore it architecturally in terms of structure and aesthetics. They worked alongside the design professionals at the buildings and in school to design an open school that serves the neighbourhood. Although we didn't win the competition, we did get shortlisted from amongst many entries (see competition entry).

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Ultimaker 3D Printer Competition

The Sherington ICT Coordinator has led a competition to win a 3D printer and was successful. The project was a collaboration between staff and the digital leaders (year six children) to create a 3D product. Winning the competition meant that we received a quality 3D printer which is now being used to further enhance computing and DT teaching and learning. A new year six project was created to develop the children's computer aided design (CAD) skills. This includes using software to create a computer mock-up of a design (yo-yos) that was then printed out into a physical product.



Development of DT within the context of industry, the wider world and changing technology

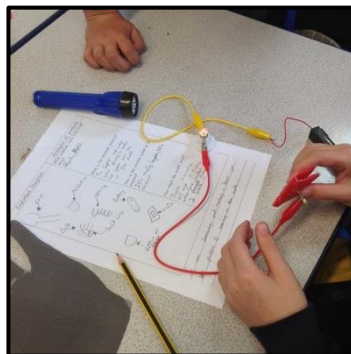
It is very important to Sherington that we teach the statutory DT curriculum but we also think it is necessary to prepare our children for the future by staying up-to-date with technology and its impact on our pedagogical approach to DT. Our new printer, alongside up-to-date software, will allow us to continue to advance DT into the realms of CAD and digital design.

Evidencing DT

Evidence of DT will be included in the termly humanities files as part a showcase of our rich curriculum across the year. The products will be showcased as a tangible display to show parents, carers, staff and children the work we produce.



Year 2 project creating vehicles



Year 4 creating circuits for their torches



Year 5 at the Laban Centre with their design professionals

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Computing

Digital Day

This year at Sherington we held our first Digital Day that allows digital professionals and schools to connect in order to inspire students and give them an insight into a world of digital careers. Digital day is made up of challenges where students complete one of three sponsored challenges and take part in a national competition to be in with the chance to be crowned Digital Day champions. This took place on 15th November 2015. The day consisted of 3 parts:

1. Inspirational speech led by Dock9 a digital company, where students learnt about the digital job roles and daily task.
2. Group work to complete for 1 of the following 3 challenges. i.e. Cancer Research challenge, Standard of Life challenge or TATA communication challenge. All students worked in teams of 4 discussing Ideas and produced final designs.
3. Dragons den style presentations

Here are some of the students feedback about the day:

I thought it was amazing I really enjoyed it, I enjoyed hearing about dock9 company and the different job roles. 10/10 I will do it again. Wahid

It's been really amazing being able to work with people who actually work in the Digital Industry and coming up with ideas of our own. (Kate)

It was fun working with the other class. I've enjoyed working creatively. (Rami)

It's been really fun deigning and having the chance to come up with our own digital devices and being creative. (Mikolaj)

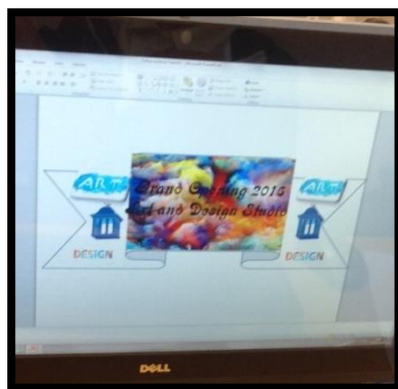


END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Art and Design Studio project

To make the opening of the new art and design studio Computing department design two special giant banners that had all of the children's name on in the school. This project took a number of weeks to finish as the student had to sort through everyone's names, cross check and check again to ensure no one was missing out. There were lots of initial designs for the banner too so students had to conduct voting. It was then printed off site in a special printing shop. Students were thrilled to see the outcome.



Coloured keyboards

Coloured keyboards have been purchased and will be found around the school in early years and SENCO. The keyboard is purposely designed with enhanced letter sizes and coloured buttons. A lot of the shortcut buttons are not included on this keyboard so it's an ideal starting point for early years where it can sometimes be too complicated for children that are just starting to use the keyboard.



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

E-Safety

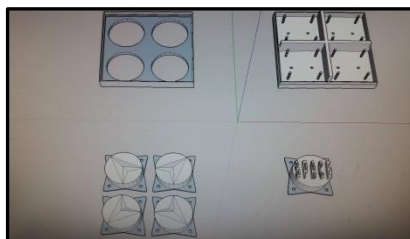
To mark Internet Safety Week 2017 students in years 1-6 have had a strong focus on how to be safe online during their computing lessons. Throughout the term they have made posters, quizzes, animations, games and edited films towards this topic. Highlights of students' work were captured and put into an internet safety movie.4. The movie ended with top tips on how to stay safe online by a few familiar faces.

<http://sheringtonprimary.co.uk/internet-safety-week-2017/>



3d Printer

This year we won a 3D printer. The 3D printer has brought great excitement here in computing where students have been able to take part in personalised projects and have a greater understand of creating and making gadgets for a purpose. In the project brief to win the 3D printer a project brief was put together for the digital leaders to work on a unique cross curricular project that allowed them to make a game controller. Students have been using Sketch up to design 3D prototypes.



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Oscars

The Year 6 students spent the last term working on Sherington's annually Oscar Ceremony in Greenwich Picture house. This year the theme was based on Architecture in Greenwich. Some of the chosen locations that students decided to research was Sherington primary school, O2, Charlton Manor, Royal Observatory, Greenwich Picture House and Queens House. The day was a great success and the students were very pleased and excited to see their final film on big Screen.

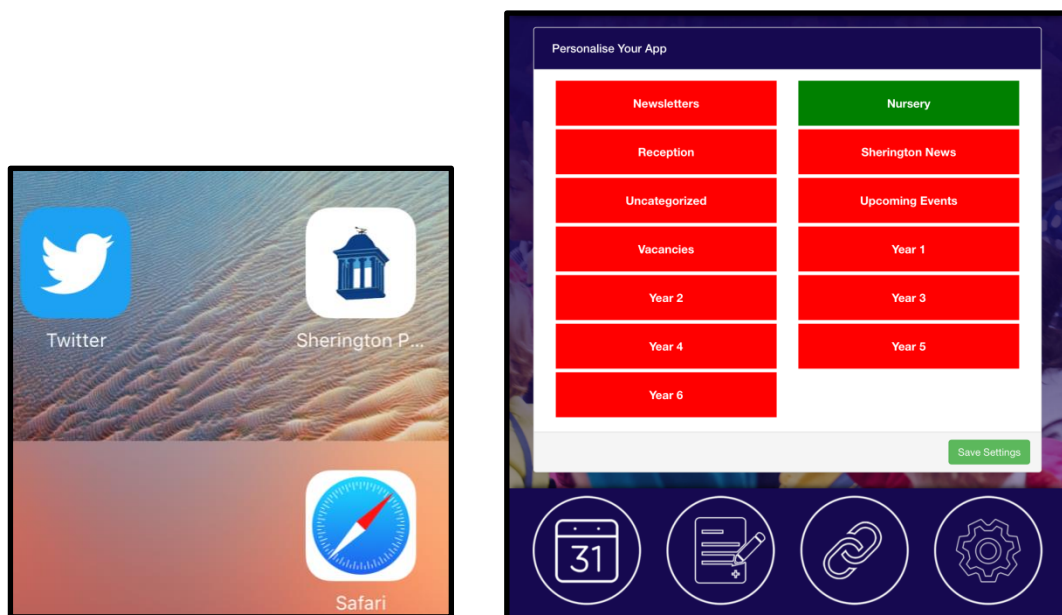


END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

School App

Sherington now has a prototype of a App, that will be rolled out in September. The purpose of the app is to bridge communication between parents and school. The app has a feature for parents to personalise their feed and to receive information from the requested areas only, all staff will receive training in September. The app enables feature from the school website to be view from the click of a button particular area that are frequently updated e.g. newsletters, news and school calendar etc.



Twitter

Sherington has had a twitter account since January 2017, we have over 100 followers that are mostly parents and we continue to grow. We have received lots of positive comments from parents that have had a better insight into the school from a day to day basis. Lots of images from our weekly events have been posted, we prodcast our student achievements as well reminders to parents. We even got a retweet from a famous author and hopes for a visit.

Jasmine Charles/Dan O'Leary

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

PE and Extra-Curricular Clubs 2016- 2017

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 Flynn (basketball and football).
- Children are also allocated a slot on the climbing frame once a week.
- We used some of our Sainsbury's Active Kids Vouchers to buy new equipment for the playground and early years areas (balls, bats, hoops, bean bags, pink skipping ropes).
- Midday Meal Supervisors lead children in playground games, alongside the GUGAfit leaders. They also lead a twice weekly GUGAfit dance session at lunchtimes.
- Markings on the playground floor encourage children to invent their own group or individual games (hopsotch, maze etc).
- EYFS playground has PE equipment for playtime bought using Sainsbury's 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 of Artists and Architects.



"I really loved doing our Arts week dance this year. The moves were tricky but we felt really proud when we were able to perform them" Amaya, 1C.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Coaches

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

Active kids- Year 6 and year 5.

Tennis Coach-Year 2 for first term, year 4 for rest of the year.

Swimming Coaching- Year 4

Gymnastics- Year 4, 5 and 6 (first term)

Dance- Year 3 (second and third term).

Cycling Proficiency Course- Year 6

Sports Apprentice

This year we have taken on a sports apprentice to assist with PE teaching, keeping active at lunch times and after school clubs. Mr Flynn has had a hugely positive impact on children and teachers by:

- Teaching year 3's PE lessons once a week, providing class teachers with subject knowledge and skills.
- Assisting year 4 teachers by attending swimming with them each week.
- Organising games and tournaments at play times and lunch times, giving all children the opportunity to take part in physical activity and healthy competition (including those from low income families).
- Assisting class teachers and outside coaches with PE lessons, providing consistency for children when delivering our curriculum.
- Providing outdoor games for Reception children in their outdoor area, teaching them skills such teamwork, collaboration and sportsmanship.
- Assisting the football coach with the training of the school team and attending matches with them.
- Providing a range of after school clubs for children of all ages.

"Kieran has been a great asset this year. The children all admire and respect him and he has helped to improve my subject knowledge." Mrs Cameron.

"Mr Flynn is a fantastic coach. He organises different games for us to play at play times and lunch times and his after school clubs are really fun". Edward 5F.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Swimming

All children in Year 4 took part in swimming for the whole year. The aim was to increase the numbers of children who achieved their 25m target (front and back stroke).

- 4H- 20 out of 30 children achieved 25m or more
 - 4W- 14 out of 29 children achieved 25m or more
- 34 out of 59 year 4 children are now able to swim 25m or more.

Weekly swimming lessons will continue in year 4 next year.

"The expectations from the instructors are really high. The children have all grown in confidence over the year which has been really great to see. They all look forward to swimming every week." Miss Watson.

Football League

This year we had a new football coach, Matthew who trains with many local teams. He is also one of our parents and so knows the school well. Again, the team took part in the A league, competing against the more able teams. They showed that they were keen for the challenge. The team finished 11th in the league which is an improvement on last year. They showed great enthusiasm, team work and perseverance. They are motivated to keep training hard and to come back and do even better next year.

The league took place at Meridian Sports Centre on Thursdays. We are already in good stead for next season, with football try-outs currently being held for next year's team, which will also be coached by Matthew.

"It was great having Matthew as our coach this year. He really played to our strengths and got to know us really well as players. It felt great to finish higher in the league than we did last year." Eve, 6A.

"Even though we didn't win this year, it was still great to be on the team. Everyone is a great team player and I feel we learnt a lot from Matthew. I really hope I am on the team again next year!" Noah, 5F.



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Gugafit

Following the success of The GUGAfit initiative launched in 2014, teaching staff continue to use the scheme to promote a healthy and active lifestyle for the children. This year we asked our dance teacher Wendy to host 2 GUGAfit days at the beginning of the summer term. This included refresher sessions for all teachers and children as well as training for the new year 5 GUGAfit leaders. This relaunch provided the following outcomes for the school:

- A new team of GUGAfit young leaders (10 pupils from Year 5) were selected to work with KS1 children every day at lunch time. They have a timetable to follow where the children are responsible for planning and putting on an activity on the KS1 playground. 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. This is led by the year 5 GUGAfit leaders and supervised by MMS.
- All classes from Nursery through to Year 6 continue to use GUGAfit during PE warm ups.

"I really enjoy being a GUGAfit leader. I enjoy spending time with the KS1 children and it makes me feel proud to promote an active lifestyle". Nuala, 5F.

"It is really fun doing GUGAfit in the playground. There are lots of songs that I like dancing to and the year 5's play lots of fun games with us". Seren, 1C.



END OF YEAR CURRICULUM REPORT

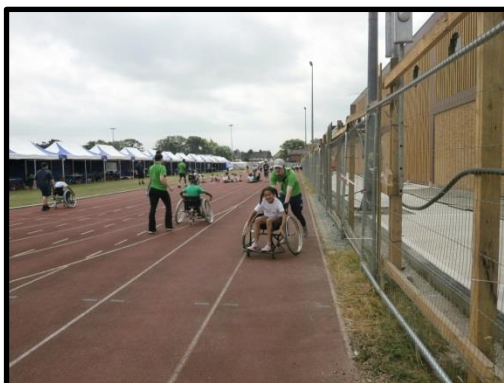
September 2016 - July 2017

Sportathon 2017

On June 22nd, Sherington were invited to take part in the yearly Greenwich Sportathon held at Sutcliffe Park. 24 children from Years 3 and 4 were selected as part of a team (3 boys and 3 girls from each class). The children took part in an athletics tournament against 13 other schools. The team displayed fantastic sportsmanship and were often seen congratulating fellow competitors. Sherington just missed out on receiving a medal, as we came in 4th place. This is something all staff and children were immensely proud of.

"I loved Sportathon! It was really fun to spend a whole day being active. Everyone showed great sportsmanship and cheered each other on." Clara, 4H.

"Sportathon was such a great day out for all. The children represented Sherington fantastically and we were all really proud of their 4th place position." Mrs Marshman.



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Sports Day 2017

On Tuesday 27th June, children in KS1 and KS2 took part in the 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. For the first time, the KS2 sports day was more competitive with each child being assigned a team (the Farrah team, the Enis team, the Rutherford team or the Pendleton team). The teams competed for points which were combined from each class to determine an overall winner. This was announced in assembly and the children who were part of the winning team (team Farrah) received a badge each.



"It was a fantastic event which was very well organised. One parent commented it was the best sports day ever." Miss Yohai

"It was really great to see all of the children and parents involved and having fun. The children were great team players" Miss Truscott.

"It was great to see more competition in the KS2 sports day. The children were really motivated by this and learnt how to demonstrate great sportsmanship" Mr Atwal.

"I really enjoyed all of the sports day activities. Even if we didn't win a race it was still lots of fun taking part and we still got a big cheer from our parents" Lewis, 1C.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

After School Clubs

There has been a large number of after school clubs which have run throughout the school year. The parents are charged for the clubs (an average of £3.00 per session) with FSM children still being offered the club for free. This has meant that teachers are able to buy equipment to help increase the quality of the club. It has also meant that we have been able to invite outside agencies to run clubs at Sherington that are run by professional coaches. There has been an average of 10 clubs running each term, with at least one after school club every night of the week. Below is a list of clubs that have run in Sherington throughout the year.

Teacher	Club	Year Group (s)	When	Where?
Tracy Burt	Gymnastics	3-6	Monday/ Tuesday	Hall
Outside Coach	Ball Skills	1-2	Monday	Ball Court
Hilary Piggott	Gardening	1-6	Monday/Thursday	Nature garden
Mrs McDonald	Glee	3-6	Monday	Music Room
Mrs McDonald	Mini Glee	1-2	Wednesday	Music Room
Miss Cole	German	4-6	Monday	6C
Matthew	Football	3-4	Wednesday	Ball court
Outside coach	Judo	1-6	Thursday/ Friday	Hall
Gurjit	Music & Movement	Reception	Friday	Hall
Mr Flynn	Basketball	5-6	Friday	Ball Court
Miss Mckeon	Lego	2-4	Monday	2M classroom
Miss Darling	Art	4-6	Wednesdsy	Creation Station
Miss Truscott	Arts and Crafts	1-3	Thursday	1D classroom
Wendy	Street Dance	3-4	Tuesday	Hall
Mr Flynn	Mini Football	1-2	Monday	Ball Court
Outside coach	Hockey	4-6	Wednesday	Ball Court
Mr Flynn	Cricket	4-6	Wednesday	Ball Court

Laura Cox, July 2017

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Modern Foreign Languages

"Can we do French more than once a week?" (Thomas 4W)

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

Curriculum

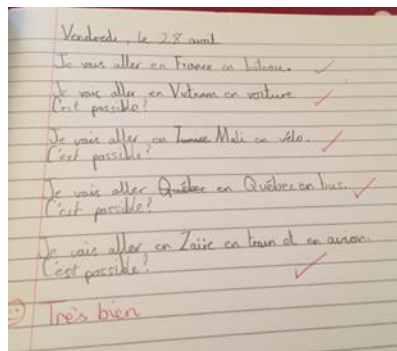
This year the focus has been on phonics and pronunciation. Through songs, rhymes, plays and games, the children have practised their pronunciation and improved their phonics' knowledge. This has also helped develop their confidence in speaking and performing, using the target language.

Autumn term

The teaching of French was supplied by PPA Cover Ltd - an external company. In December, it was decided, in response to pupil feedback (Pupil Voice survey), to revert back to French being taught by myself as pupil engagement was in decline and the lessons were very formulaic.

Spring term

The focus was getting pupils to enjoy learning a language again. I used songs, games, pictures, TV shows and popular culture to engage the pupils. In year 4, the focus was on where French was spoken around the world. The children used maps, globes and atlases in these lessons and learnt how to formulate and answer questions. They particularly enjoyed it when they got to be 'travel agents' and had to plan trips to the different countries. In year 5, the children focused on places in their locality; they used maps to ask for and give directions to certain locations in our local area. The year 6 pupils wrote their own poems based on a popular French poem '*Le Retour du Printemps*'; they then performed their poems to consolidate and celebrate their learning.



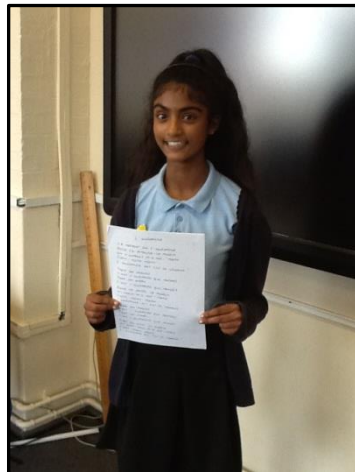
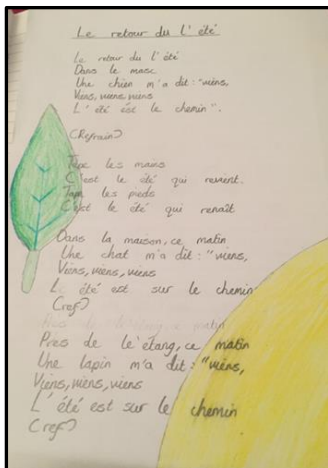
(Year 4)

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017



(Year 5)



(Year 6)

Summer term

For years 4 and 5, the emphasis was still very much on phonics and pronunciation. In year 4, the pupils wrote and performed their own stories using a simple model. This reinforced their learning from last year as a lot of the language was already familiar to them. In year 5, the children had the chance to perform a play which they had been studying. This helped to improve the confidence of some year 5 children, with assessment indicating a greater number of children articulating French clearly. In year 6, the children learnt about French schools and looked at the similarities and differences between the French and British education system. This led to some very interesting discussions and debates.

During this last term, the children to re-did the survey that we had given them back in December. Analysis indicated a greater number of children enjoyed French and understood the importance of learning a new language.

"Can we make the lessons longer" (Rory 5M)

"I enjoy French a lot and have learnt lots of new things. I'm looking forward to learning new languages at secondary school." (Arthiha 6A)

Kitty Cole

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Religious Education

Assessments

Whilst I was on maternity leave the school year 2015-2016 year saw a change in the assessment of Religious Education across the school. Following an initial book look in October 2015, the decision was made for KS2 classes to have new RE books so each child can present their work instead of having just a select few children to have their work presented in the old RE Evidence Books. However following a staff meeting held in October 2016, staff expressed the need to convert back to class evidence books for RE for all year groups. This is because staff found it easier and more efficient to evidence the teaching of RE and the children's work produced in a class RE book. As of January 2017 all classes were using class RE evidence books. The unit sheets that were created by Imandeep Atwal will continue to be used by providing the Learning Challenges and will be displayed in the class books.

Teachers have been provided with assessment sheets for all units. These are developed from the ones created by Mr Atwal in 2015 for year 1 who were continuing to evidence RE in class books whilst all other year groups went onto children's own books.

The teacher or TA will take time to ask the children the key questions from their unit or use work provided in order to assess whether the child has been able to give a reasoned answer. The adult will also note anything outstanding from their answer. This is done at the end of each unit and the teacher keeps these separate from the class book, in order to present as children's assessment in RE.

For example

Year 3 - Where did the World begin?

Assessment Sheet

	Where did the world and everything in it come from?	What do different religions believe about the creation of the world?	How do Christians thank God for the world?
Adam			
Amy			
Aaron			
Ben			

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Celebrating RE across the school

Again the Christian holidays of Harvest, Christmas and Easter were marked in school. Harvest festival was celebrated with a singing assembly and many families contributed food items to Mini Bennett home for the elderly.

KS1 performed the Christmas nativity and KS2 performed a contemporary Christmas production. All pupils were given the opportunity to understand the importance of Christmas and the story behind the festival.

The Charlton Denary Players came in and put on an Easter production for all pupils. The production told the story of Easter and there was an opportunity for children to ask questions as well answer philosophical questions.

Year 2 also attended a local church as part of their RE unit "Local Church" but also to watch "The Christmas Journey" another play put on by The Charlton Denary Players.

Mr O'Leary also presented an assembly on the Jewish festival of "Hanukkah".

Continuing Professional Development

For the school year 2017-2018 I will be looking at expanding our links to other local religious settings, for example Mosques and Synagogues, as well as increasing visitors from different religions to come into school in order to celebrate a diverse range of religious stories and festivals.

Claire Bangs

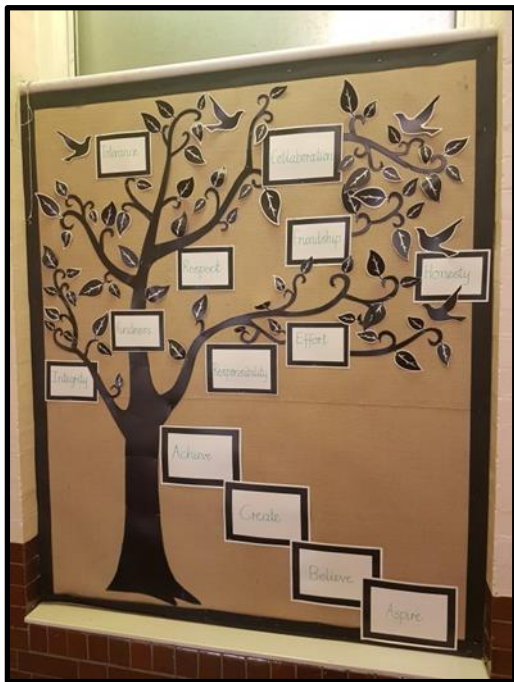
August 2017

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

PSHE

Early in the Autumn Term, our core values were shared explicitly and consistently across the school by making them visible in all classrooms through displays. We have made them more explicit to visitors through the display on the staircase.



In the latter part of this year, as a school we have had to respond to events that have shaken communities across the world and much closer to home. This year more than ever before, we have needed to model and teach the values that make Sherington an inclusive, kind and tolerant community.

SLT have led assemblies that have promoted the values that we hold dear. Mrs Dennett spoke about the unifying force of music following the Manchester attack and in the preparations for Arts Week, Miss Burnell spoke about the story behind the Chris Ofili painting 'No Woman No Cry'. Further examples of whole school

assemblies were shared with Sarah Mirza at full governors meeting in the Summer Term.

We have continued our Buddy system this year, with older and younger pupils partnering up on a weekly basis. This year, our Year 6 pupils have been given the responsibility of learning a story for each of our values and sharing that story with the rest of the school.

The new subject leader hubs, organised through the Inspire partnership, has given me the opportunity to act as PSHE lead (and host school) for the partnership meetings. During these termly meetings, all participants have appreciated the chance to share in our best practice and to take ideas from our PSHE curriculum offer.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017



Our values on display in classrooms



Buddy Reading and Carousel of activities

We have continued with our buddy system which has had a positive effect on children enabling them to made friends with others that they would not normally forge friendships with.

There has also been a carousel of activities in the Summer term. This gives buddies the chance to work with and learn more about each other as well as support each other during the sessions.

"My buddy did not speak to me the first 2 weeks, now I can't get him to stop talking."

Amira year 3



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017



The Key stage 1 student who won the Summer Photography competition was overjoyed that coincidentally his buddy in Year 4 won the Key Stage 2 competition too. "We both won." he beamed.



We have been communicating highlights from our PSHE sessions to the wider community through the school's Twitter account.



Donna Cameron

July 2017

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Early Years Foundation Stage 2016-17

- High quality environments
- Parent involvement
- EYFS Quality Mark
- EYFS Inspire
- Tapestry



High Quality Environments

In the summer of 2016 both Reception classes were fully renovated. This involved the fitting of new floors and sinks, as well as a complete overhaul of furniture and carpets. New classrooms were set up with a high level of continuous provision to ensure children were provided with; challenge choice, independence and inspiration.



Children in both Nursery and Reception benefitted from high quality learning environments this year with emphasis put on challenge and independence. Displays were changed and made more neutral with hessian backing. This promoted a calmer environment in the classroom and the emphasis put on the children's learning instead of decoration, while at the same time ensuring that spaces were bright and stimulating.

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017



'I love learning how to do new things, in Reception we can do our own learning. We are in charge of our learning!' - Darcie

'I love the creative area and the construction area. I like that I can start my own drawing and building projects. I can choose all the things I need myself. I can also be a princess if I want to.' - Evelyn

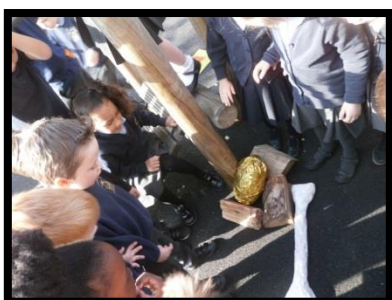
The children have had many meaningful learning experiences in EYFS this year. Ranging from visitors and workshops in school, to offsite learning.

- Nursery Autumn and Spring walks
- Horniman Museum trip
- Duckling hatching
- London Transport Museum 'Build a Bus' workshop
- 'Naughty Bus' to Greenwich park
- 'How does your garden grow?' and 'Tree Trail' workshops at Hall Place

'It was really funny having our own Naughty Bus, he was supposed to be going to the park but he went a strange way and we even got to sit in the drivers cab!' - James



'Some eggs came into Nursery! They cracked and ducklings came out. They ran around and they got bigger and bigger. I really liked learning about them'- Lacey



END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Parent Involvement

In the Autumn Term, Reception parents were invited to attend both English and Maths open mornings. This allowed them to hear from the EYFS, Maths and English leaders about how the curriculum was structured in a Reception Year. End of Year expectations were shared with parents as well as ideas on how to move children's learning on at home. Parents were invited to enter the classrooms to view and interact with a variety of English and Maths activities.



'We as parents have been invited to informative sessions such as maths mornings, english mornings and other explorations of our children's learning. We feel we received plenty of communication and regular feedback on our children's progress.' - Lisa Kirk

'As parents and carers (grandmothers) we are warmly invited infor school to share the children's achievements. Parents evenings for Reception children have always been well organised and provide an open dialogue for us all to support the children's learning. As a grandparent I am particularly impressed with the caring shown to all the children and the time given to us as supporters.' Linda Bird

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

EYFS Quality Mark

The Early Years provision at Sherington had the Quality Mark renewed this year. The renewal comprised of a visit from two assessors who carried out an interview with both the Headteacher and EYFS lead. They also carried out a learning walk and inspection of books and data.

Taken from the Final Report- September 29th 2017

'Thorough tracking and assessment processes are rooted in practice in the EYFS. Practitioners have clear systems in place to ensure that gaps are analysed in order for all children to make progress.'

'The EYFS learning environment continues to stimulate the children. During the learning walk, Reception children enjoyed using multi-sensory resources on the investigation table and were excited and motivated by the resources on offer. In the Nursery, children used their environment with confidence - the children were extremely settled and appeared to be content.'

'Children's learning experiences are carefully planned for based on their needs, interests, learning styles and abilities.'

'Learning journeys contain next steps and they are shared and discussed with the children and with parents. Targets are shared verbally, so that children have a clear understanding of how they can improve and make progress in their learning.'



EYFS Inspire

EYFS have been working alongside other schools in the Inspire Partnership. There have been termly meetings which allow teachers and EYFS lead to visit other schools, share ideas and good practice. Some of the areas looked at were,

- Report formats
- Outdoor planning
- Feedback marking for English and Maths
- Continuous Provision

END OF YEAR CURRICULUM REPORT

September 2016 - July 2017

Tapestry

This year Reception teachers trialled an online Learning Journey app called 'Tapestry'. Tapestry will be used in Reception next year in place of the paper Learning Journeys. Teachers and staff found the following;

- Parents have access to the child's learning journey including next steps.
- It includes P scales, Leuven scales, characteristics of effective learning
- It is secure with each person using having their own log in, parents can only view their child.
- Detailed tracking of the child

Kim Peterson - July 2017