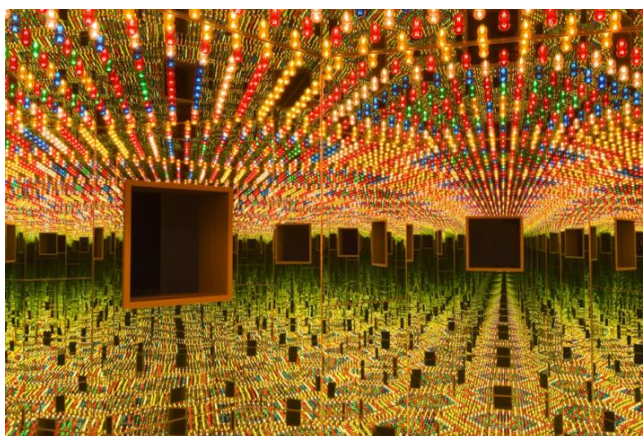
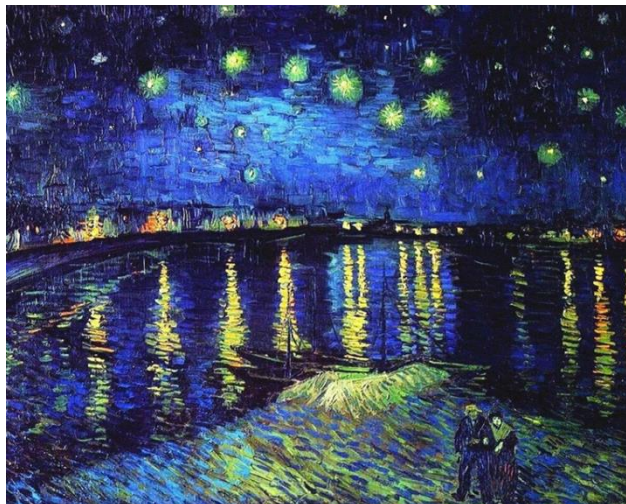


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Appendix 1 –
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SIMS report



Introduction

The last two terms have continued to challenge pupils, staff and the wider community. The lockdown that commenced at the start of the spring term saw a huge increase in the number of key worker and vulnerable pupils requiring school provision (when compared with the first lockdown). Four and sometimes five classes were required to be open each day. This, coupled with home learning delivered on Teams, meant that demands on teachers were high in January and February. As ever, staff rose to the challenge and provided care and learning opportunities to all of our pupils, wherever they were. The full re-opening in March was welcomed by all. As a school, we continue to operate in line with DfE guidance and our risk assessment – updated as necessary in consultation with governors and staff. We have been blessed that no year groups have needed to self-isolate since December. School remains a safe and stimulating environment in which to learn and work, despite the restrictions in place.

I'd like to welcome the new governors who've joined us this year. We are fortunate to have been able to recruit governors who have expertise and skills that are extremely valuable to the school. We are grateful for the support and challenge provided on a voluntary basis. I look forward to the time when we can meet as a governing body in person once again and welcome you to the school for governor visits.

This report, focusing as it does on the curriculum at Sherington, contains subject leaders' reports for the current academic year and in some cases, the previous year also – with no leadership report compiled in summer 2020.

Finance Update

The Finance & Personnel committee, along with our Bursar, have been reviewing last year's budget and agreeing the current year alongside the three year plan as required. The school very recently received the Final Account and Balance statement from the local authority. The budget is in a far healthier position than that anticipated and an options plan for surplus spending was presented and approved at this term's full governors meeting. Amongst other things, a full cleaning, painting and replacement schedule will be completed by end of summer break 2022.

An agreed final account will need to be submitted to the Schools Accounting Team by 21st June. The submission of the 3 year rolling budget, (with focus on the current financial year), signed by the Chair of Governors, is submitted by 30th June.

Wellbeing

The physical and mental health of pupils and staff has been a focus since the start of lockdown 1 and continues to be so. Wellbeing was introduced as a discussion point in performance management meetings for teachers and leaders in October 2020 and all staff were provided with details of the Employee Assistance Programme. The EAP provides confidential support and advice 24 hours a day, and is available free of charge to all staff working at the school.

There are no plans to extend the school day or provide schooling in the summer holiday.

Mrs Tippet and Mrs Amis provided assistance and support to families throughout lockdown 1 and the winter (2021) lockdown – a more difficult time for many for a number of reasons. More families were identified as needing support during this time and places were offered in our key worker / vulnerable provision to families experiencing difficulty.

Observation of classroom and playground behaviours has identified that self-regulation and social interaction has become more difficult for a few of our pupils following prolonged absence from school. A new system has been introduced for monitoring playground behaviours. A positive play group has been established (led by Chris Ebrey, our learning mentor) to support some of our pupils.

Positive Education and PERMA models are used throughout the curriculum, and remote assemblies reinforcing these are held twice a week. Character education is embedded across the school and its curriculum.

Assessment

For the second year running, there are no SATs for end of KS1 or KS2 and no reporting of outcomes at the end of Reception. With 'lost' schooling for 4 months last academic year, closure of some year groups for 2 weeks self-isolation in the autumn term and another 2 month partial closure at the start of this calendar year, we have made formative and summative assessment and the updating of Learning Ladders (our assessment tool) two of our priorities since our return in March. This has been balanced carefully with pupil wellbeing. All pupils read with their teachers on a 1:1 basis within the first week of our return in March and a whole school writing project (using our World Book Day text) provided outcomes that were used for moderation and assessment purposes. Towards the end of May, more formal assessments were undertaken.

Reading has been a focus since September, with interventions in place for pupils who were identified as needing targeted support. COVID catch up funding has been used to provide 0.4 time of a teacher who has provided 1:1 reading support for pupils in KS2 since the start of September. Part of Pupil Premium funding has been used towards 1:1 reading intervention for pupils in KS1 through Beanstalk, who are trained in providing this targeted intervention. As always, assessments are made at the start and end of any intervention so that impact can be measured and evaluated.

The senior leadership team (SLT) held pupil progress meetings in the week beginning 7th June. In the current context, I felt that a reliance on data alone was not sufficient and so meetings were conducted in classrooms with teachers, books and assessment papers available for scrutiny (alongside data). It is clear that the gap has widened across reading, writing and maths. An immediate response to the pupil progress meetings was to set year 5 for maths at the start of the summer 2 term (half a term earlier than would usually happen). We will respond to the current circumstances and priorities for the new academic year will be established. The different model for pupil progress meetings were found to be highly informative and will form the basis of pupil progress meetings in the future.

Continuing Professional Development (CPD)

We began the academic year with 3 Newly Qualified Teachers (NQTs) and 2 student teachers taking the School Direct pathway into the profession. NQTs receive an additional half day release time on top of half a day Planning, Preparation and Assessment time (PPA) that is the entitlement of all teachers. During this time, NQTs take part in a programme of training; sessions are planned around the needs identified by their mentor, and the wider leadership team, through lesson observations, learning walks, pupil progress meetings etc. Our 2 student teachers receive mentoring in school and development through Goldsmith's University. After school, weekly Professional Development Meetings (PDMs) are attended by all teaching staff and led by SLT and teachers. PDMs address strategic and subject development. With the focus for school development on leadership at all levels this year, subject leaders have been asked to write reports which focus on the impact of CPD and their improved effectiveness as leaders. External CPD has been limited this year and what has been on offer has been held remotely. Three members of the senior management team began NPQSL (senior leadership) training in the spring. As a new Headteacher in the borough, I have benefitted from coaching sessions funded by the local authority.

Recruitment

Spring and summer terms have been extremely busy with recruitment matters. Our advertisement for a deputy head received a huge response and a two day interview process resulted in the appointment of Mr Hinchliffe. I wish to reiterate my many thanks to Linda Pound and Laura Perrett, two of our governors who worked tirelessly on this process from beginning to end. Recruitment for class teachers has also been in full flow this term and six new teachers have been appointed to join us in September. All applications this year have come through our own advertising (avoiding the use and expense of agencies). Prospective candidates for leadership and teacher roles have commented positively on the school's vision and ethos being communicated clearly on our website.

As is usual in a new academic year, subject leadership will change in preparation for our return in September. As teachers leave, new teachers arrive and NQTs finish their training year, subject leadership will remain an area for development. In

order to ensure subject leadership transition, our music leadership post has already been advertised and an appointment made. Similar procedures will follow in other subject vacancies throughout this term.

We are currently working on the recruitment of teaching assistants for the new academic year.

Reporting to Parents

Autumn and spring parents' meetings were conducted remotely and for the second year running, our pupil led consultations were unable to be accommodated. The written report format in the summer term will remain the same as last year, with English, maths and personal development given prominence. This year there will be no end of KS1 or KS2 SATs reporting to parents. DfE laid regulations to remove the requirement to report pupils' attendance data for the 2020 to 2021 academic year, in recognition of the impact of COVID-19 on possible attendance. These regulations came into force on 12 May 2021.

Arts Week 2021 - Reflection: Who Am We?

Our theme for this year is designed to enable our pupils (and staff) to reflect on who we are as individuals and the role that we play in being part of a community. The theme has recently been introduced to pupils in key stages 1&2 through whole school assembly and children will continue to explore the question 'Who am We?' throughout the term. The question 'Who Am We?' is grammatically correct in Korean and has been used as a title for a body of work by the Korean sculptor and installation artist, Do Ho Suh. The works examine 'unique' and 'unison' - our individuality and connectedness. This theme seems particularly apposite in the current climate. Do Ho Suh's work will be the inspiration for this year's KS2 dances. Reception and KS1 will take theirs from works of art that depict reflection and symmetry. As in previous years, Wendy Steatham will lead dance workshops for teachers and children, providing the opportunity for our school community to work alongside a professional choreographer.

All children will be given opportunities to learn about self-portraits and draw their own in pencil and oil pastels. Each child in the school will record all of their work in sketch books purchased especially for this art project.

As well as the dance performances, there are many other elements that make up Arts Week to consider: Mr O'Leary has been working with Y6 pupils across the spring and summer terms to create their films for the Oscars celebration at Picture House in Greenwich; Mr Hinchliffe will be working with teachers, pupils and SLT on the appointment of the new Poet Laureate; our highly experienced peripatetic music teachers will close the week with a performance alongside a small year 6 ensemble; Ms Portman was able to resume singing assemblies this term (outside, and in year group bubbles) and pupils have begun rehearsing Key Stage songs for Arts Week.

Arts Week is an important platform – it provides a glimpse of our arts curriculum to a wider audience. The quality of the work is a testament to the expertise of lead teachers at the school; it's evidence that at Sherington, we truly believe that the arts are a vital component in our children's education and future. Our expectations from staff and pupils are extremely high. Teachers and pupils benefit from being led by a team of adults who have worked in theatre professionally. As a consequence, pupils are motivated and are able to achieve the best possible outcomes. With pupils not having performed for more than eighteen months, I anticipate that there will be barriers to overcome this year but we shall meet those with optimism and perseverance.

The main challenge for us this summer is in the logistical planning of Arts Week itself. With recent news that COVID restrictions will not be lifted on June 21st we are now planning on how best to share Arts Week performances with our community. The challenges that COVID presents are still very much with us, affecting school life on a daily basis. We will continue to face them with ambition and optimism.

Amanda Burnell

Early Years Foundation Stage (EYFS)

Training and Development

- EYFS Hub Meetings led by the RBG Early Years Team (Throughout the year)
- Meeting with Barbara Foster to discuss changes to the EYFS framework (May 2021)
- EYFS Framework training led by the RBG Early Years Team (April 2021)
- NPQSL – National Primary Qualification for Senior Leadership training (March 2021- March 2022)

Reflecting: Home Learning and Parental Engagement

Moving from classroom-based to remote learning meant a shift in the way the EYFS curriculum was delivered to the children that attend our settings. High-quality home learning was delivered to both Nursery and Reception classes enabling them to access as much of the EYFS curriculum at home as was possible. Nursery children received a daily email with practical and engaging activities exploring different texts and learning themes. Reception learners received daily video lessons, recorded by Reception teachers, in Literacy and Maths with additional phonics lessons and activities linked to learning from the core text.

As EYFS leader I monitored and ensured consistency, quality and level of challenge in the learning sent home, considering the needs and interests of our families. Teachers responded well to the use of a new platform, Microsoft Teams, and adapted teaching to meet the changing demands. Children and parents were able to send in photos and images of challenges completed using our online learning journal and instant feedback was provided by all teachers and teaching assistants from Nursery up to Reception using the Tapestry app. Feedback was instant and received well by families, opening up a good dialogue about learning.



"Just to say, that we love the nursery home learning so much! Your emails are so lovely to read and we all love the fun, inclusive, manageable activities. The comments from the team on Tapestry are so thoughtful..." - Nursery parent

"Thanks again for the home learning. It's been really good going through it with Ella. We are very impressed with how comprehensive it is and all the feedback given after the work is uploaded to Tapestry." Reception parent

"I would like to say thank you for your and the other teachers' effort on the home schooling activities. They are very thoughtful and lovely - so thank you!" - Reception parent

"I just wanted to say a huge thank you to you and all the nursery team for all the home learning. The activities are fantastic and my daughter Millie loves being able to send pictures back to her nursery teachers. As an ex-teacher I can fully appreciate how hard you must all be working right now- so thank you very much. "
-Nursery parent

Welcoming the Children Back- Assessment and Intervention

One of the priorities for the EYFS team upon the children's return to the classrooms was to respond with immediate effect to their needs and interests. Planning and provision were looked at to ensure that changes were made to suit areas of learning that needed addressing. Engaging and hooking children back into a rich diet of learning was a priority as was settling them back into a school and Nursery routine.



Assessments and observations were done to identify learning needs in all children and this information was used to inform planning and interventions, making sure they were targeted and specific to the children in each class. Additional adults in Reception have been used to support children in reading and phonics daily.

Preparing for Changes- New Framework

I attended an online briefing led by the Greenwich Early Years team in preparation for the new EYFS framework in September 2021. The main points to note are as follows:

Things that remain the same:

- There will be no changes to the Characteristics of Effective Teaching and Learning
- The terms 'prime' and 'specific' for the areas of learning remain the same (as do the names of the seven areas of learning)
- Good Level of Development (GLD) remains the same

Key things that will change:

- Key summaries or 'educational programmes' have been revised and are included in the framework outlining activities that should be planned and taught within the seven areas of learning.
- The ELGs (Early Learning Goals) have been revised, aiming to be clearer and more specific to allow for more accurate judgements
- There will no longer be a statutory requirement for local authorities to externally moderate the EYFS profile judgements.
- The 'exceeding' judgement criteria will be removed from the EYFS profile
- The promotion of good oral health of children attending a setting is to be included in the safeguarding and welfare section of the EYFS framework

Actions as a result of the upcoming changes:

To prepare the phase and the school for the changes due in September I have met with Barbara Foster, school improvement person, attended the initial briefing and will be attending a more detailed briefing on curriculum and assessment in July. An inset has been planned in June for all EYFS teachers and practitioners set to work in Nursery and Reception next academic year. This aims to inform them of the changes, discuss and audit the provision and curriculum and prepare for the next stage of the implantation.

We will be using a Provision Audit Tool to identify changes that need to be made to the Reception and Nursery settings to ensure that we continue to provide challenging, engaging and inspiring learning spaces for the children in our school. Our curriculum will be reviewed to support the teaching of the new framework with a focus on reviewing and updating if needed, the core texts for units.

I am meeting with Melanie Evans from Learning Ladders to discuss how we can use the platform to support tracking, analysis and recording in the move to the new EYFS framework. Currently, Reception teachers track Reading, Writing and Maths on Learning Ladders and have ongoing data for Nursery and Reception in all areas of learning.



Own CPD: NPQSL

As part of my training with UCLA on my NPQSL qualification, I am undertaking a school-wide project exploring the effectiveness and involvement of teaching assistants across the school. This project will take place from now until the end of the Autumn term and allow me to improve my effectiveness as a leader and contribute to the strategic development of the school. It aims to improve how teaching staff evaluate and reflect on how we plan for and deploy teaching assistants. This will improve support for children and allow teachers more time to work with students who require it.



"At school, we are independent, which means to try things by yourself. And we never give up because we are always learning." Zac, Pandas

Kim Peterson

Writing

The story so far

Assessment

When the children returned to school in March, finding out what they could do was of critical importance so that learning could be tailored to suit their needs. We didn't want to expose them to testing and worked hard to devise other means.

In terms of writing, all children (from Reception to Year 6) were asked to write a narrative piece based on *The Last Tree*, which was the book that had been chosen for World Book Day. I mentioned this task to them when leading an assembly and, as ever, they embraced the opportunity in true Sherington fashion. They had met Emily Haworth-Booth virtually and were therefore also keen to create a class portfolio of their individual compositions.

Following a PDM, teachers gave some input in the classroom over the course of 4 days, delving more deeply into the story and its varied themes, and each child wrote their own version on the Friday. This was completely unsupported, offering freedom (with less of a reliance on scaffolds and models). The results gave up-to-date clarity in terms of both providing information for Learning Ladders and gap analysis for next steps.

Talk 4 Writing

Continuing our evaluation of how beneficial Talk 4 Writing is as a whole school framework, I have further investigated how we can adopt a more creative approach to both reading and writing – using a variety of high-quality texts as stimuli. These texts will link with other areas of Sherington's aspirational curriculum and the planning will ensure that writing is taking place more frequently.

At present, Year 5 teachers are trialling this approach using Michael Morpurgo's *'This morning I met a whale'*. Speaking with them, and the children, positive responses are forthcoming. In addition, looking at work, I can see such authenticity of voice and outcomes much more closely aligned with our school ethos.

Gianni (5A) said, *"The story has a higher meaning: earth isn't disposable. It's relevant today because of whales in the Thames. And it links with our humanities topic. I loved making a podcast to express my ideas."*

Ava (5A) talked about doing research into Michael Morpurgo and how he writes very personally, including himself and his experiences in his novels. She has enjoyed everything that she has learnt, particularly appreciating the opportunity to script a podcast, and use technology.

Jess (5T) said, *"We've done so much. I've enjoyed that we've been focusing on this story for so long. The work that we've been doing has just been getting more and more exciting. The different activities are not just about planning"*

Enes (5T) said, *"It's more interesting than other books. When you've read a page, you just want to read another. We listen to each other's podcasts before we go home. They're wonderful."*

Jesse (5T) said, *"This is a better way of doing it because I'm really comprehending what's happening. There's a deeper meaning: you should not pollute and harm animals. All the activities that we've done are included in the podcast; part of it."*

Furthermore, all teachers and leaders are taking part in CPD organised by the Royal Borough of Greenwich and led by Bob Cox. Having taught English for 23 years, Bob is now an independent education consultant, writer and teacher coach who works nationally and internationally to support outstanding learning. He also delivers keynotes to a range of institutions.

Bob's training is centred on making challenging texts and a robust English curriculum available to all learners. His books, *'Opening Doors to a Richer English Curriculum'*, provide a treasury of techniques and strategies to support the design of an immersive, inclusive approach. Bob's intention is to forge great readers by exposing them to great texts; great writers by exposing them to great texts.

Poet Laureate

Juliette Willenberg, our current laureate, has created inspirational poetry despite the turbulent times in which we have found ourselves. Working with her during the third lockdown, I was struck again by her dedication and passion. Recently, the school community was clearly engaged when she read her latest creation during an assembly. Juliette will complete the final offering of her tenure during this half-term.

Moderation

This term, teachers and leaders met to take part in a writing moderation PDM. After I looked at internal data, teachers were asked to bring specific books, in line with judgement measures, plus any other evidence. Once they had been informed of 'why', leaders supported them in year groups and the discussions that ensued were extremely open and beneficial. Feedback at the conclusion of the session was helpful for me and teachers went away to check and amend reporting – ensuring greater accuracy moving forward.

Still to come:

Arts Week

Once again, poetry is to be written – with each child (from Reception to Year 6) writing a poem entitled Reflection or Who Am We? This year, prose poetry is the focus – written in sentences but using poetic devices. Writing will form part of the outstanding ground floor corridor display.

Poet Laureateship

Sherington's Poet Laureate was established in 2013-2014 as a way of acknowledging our former pupil, Daniel Day-Lewis, and his father Cecil Day-Lewis (who was Poet Laureate from 1968 until his death in 1972). Each teacher in KS2 will nominate one child to be considered as a potential Sherington Poet Laureate. Shortlisted children will take part in a writing workshop and the resulting poetry will be judged by me and Amanda Burnell. All shortlisted poets will be celebrated in an assembly during Arts Week and the winner announced, and crowned with laurel. This accolade has been hugely motivating since its inception and children throughout the school continue to be enthused by the worthy recipient's work.

Gary Hinchliffe

Reading

Since returning from maternity leave in January 2021, a big part of my role this year as Reading Lead has been to look at the impact of Covid-19 and how we can best support our pupils and teachers to ensure that we place the children at the heart of everything that we do.

World Book Day 2020 and 2021

In 2020, our chosen book for World Book Day was 'Return' by Aaron Becker - *a suspenseful and moving climax to his wordless trilogy*. With costumes ranging from submarines to rainbows, cavemen to Viking long ships, the school was awash with imagination and colour. Alongside celebratory assemblies, the children took part in an oral retelling of the story, as well as completing an imaginative writing task. We also hosted another successful 'Great Sherington Book Swap' where each child was able to choose a book to keep.



This year, our chosen book was 'The Last Tree' by Emily Haworth-Booth, **a new tale about community and our relationship with the environment and nature. Because of COVID-19 and government guidelines**, staff and pupils took part in a 'virtual' costume parade on Teams for each class and alongside the parade the children took part in a carousel of pre-recorded activities, as well as completing an imaginative writing task. In the afternoon, we were incredibly fortunate to host a virtual Q&A session with Emily Haworth-Booth herself. In true Sherington style it didn't disappoint. The buzz around the school and from the home learning was infectious; everyone rose to the challenge of engaging with the learning, ensuring another memorable World Book Day.



Professional Development

As part of my development as a leader, I am currently undertaking a National Professional Qualification for Senior Leadership (NPQSL) This course is offered by the Institute of Education and is facilitated locally by James Wolfe Primary School and Plumstead Manor Secondary School with the Royal Greenwich Teaching School. It is a varied programme of study that enables participants to self-reflect and apply their learning in their own context. As part of the qualification, I have to deliver a two term whole school improvement project. My project is looking at 'Reading Aloud' across the school and how we can encourage all children to engage with reading and what impact listening to stories has on them. The project was presented to staff (along with the books that we will be reading) in April with an overview as to 'why' I was undertaking the project. This was then followed up with a second staff meeting where I demonstrated a modelled read aloud. Initial feedback from staff and pupils has been incredibly positive. It is an ongoing project with an expected completion date of February 2022. *"I really love 'The Dragon in the Library'. Mrs Benning makes it really exciting."* Pupil in 3B

This academic year, I have taken part in the following training:

- 'Reading for Pleasure' National Literacy Trust (May 2021)
- English Subject Leader network meeting (May 2021). This session looked at how we can use thinking keys to develop critical thinking around a text. It also allowed me to network with other English Leaders and share best practices.
- Bob Cox 'Opening Doors' (May & June 2021) part of a RBG initiative.

Assessment

A priority on our return in March 2021 was to accurately assess where the children were after months of home learning. This gave the teachers an accurate picture of the children's learning which would then allow them to address any gaps and allow them to reflect this in their planning. In April 2021, teachers undertook a thorough reading assessment (based on targeted questions and books chosen from the appropriate book band) of each child. As a result, teachers had an accurate overview of their class and a baseline from which to start their teaching. This has allowed teachers to ensure that each child is getting the targeted support that they need.

Interventions

This year, we have continued to buy into the Coram Beanstalk reading programme. Each week, trained volunteers read with children in KS1 who have been identified as needing additional help in developing their reading skills. In September 2020, Miss Pritchard was timetabled to assess pupils who were already known to be struggling readers. Following this assessment, she delivered daily 1:1 sessions with those children who had been identified as needing extra support following lockdown in 2020. The further lockdown in spring 2021 has had an additional impact on progress and pupils in KS2 are once again receiving this additional support.



"I like the enjoyment you get from reading." Pupil in 5T

Professional Development for Staff

In the summer term (2020), Ms Farley (Reading lead for my maternity leave) revised assessment and record keeping for High Frequency Word lists. Folders were established to ensure consistency in assessment and record keeping across the school. The new system was introduced through a professional development meeting. Ms Farley also provided teacher training on 'closing the reading gap'. The text of the same name (Alex Quigley) formed the basis for the PDM and provided strategies for the teaching of reading and developing teacher subject knowledge.

All Teaching Assistants received phonics training, delivered by Miss Farley in the autumn term, with a focus on correct pronunciation of sounds, key terminology, planning structure and resources.

"Reading is really fun – I find it relaxing and I love learning new things." Pupil in 2F



Kitty Cole

Maths

Risk Assessment

Following the school risk assessment, classrooms have been configured so that tables face forwards in rows (Year2-6) as per the DfE guidance and each child in KS1 and KS2 has a pack of stationary to reduce the sharing of frequently used resources. Maths manipulatives are also being sanitised between each use to reduce the risk of transmission.

A priority this academic year has been to address gaps in learning in a structured and appropriately paced way to maximise impact of teaching without overwhelming the pupils. These gaps in learning have been addressed in teacher planning and teachers have also been referring to Learning Ladders to assess learners and identify gaps. Disadvantaged, SEND and vulnerable pupils' progress have been reviewed to ensure catch-up support is targeted and to help children make substantial progress.

Professional Development Training

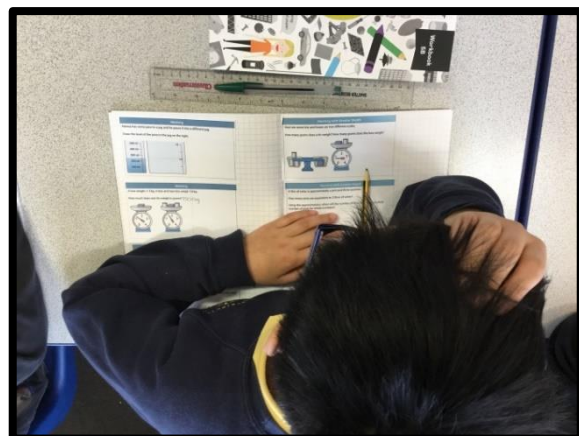
As part of my role as maths leader, I have had the opportunity to receive training from the Maths Hub. This has helped to develop my curriculum subject knowledge, talk to other maths leaders and advance my subject leaderships skills. The meetings have included talking through the DfE progression guidance, looking at remote provision and Ofsted feedback and exploring different resources to introduce into classrooms.

Professional Development Training for Staff

During the spring term of this academic year, I delivered a PDM to all teachers about assessment in maths. The aim of the session was to focus on the importance of teaching arithmetic skills, ensuring thoughtful planning, use of different resources and looking at formative and summative assessment using Maths - No Problem!_ Looking at whole school data, pupils' books and assessment, there has needed to be a focus on the teaching of arithmetic skills this year.

Developing a conceptual understanding of arithmetic is hugely important. Combined with conceptual understanding, confidence in arithmetic gives pupils the flexibility to tackle problems in different ways. Identifying that teachers' planning is key in providing children with these opportunities, we discussed the dialogue between teachers, the use of the TA within the classroom, planning for and using effective questioning, making classroom observations whilst teaching and using a plenary to assess pupils' understanding.

I also updated teachers with the changes to the Maths – No Problem! website. Classification labels were added to show lesson prioritisation. The new content catch up section allows teachers to walk through each part of a lesson with essential catch-up advice, which is key to address gaps in learning.



Times Tables Rock Stars

Whilst learning from home, it was important to find new and exciting ways to engage learners. In April 2020, we introduced Times Tables Rock Stars which is a carefully sequenced programme of daily times tables practice. This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 16,000 schools. We quickly found that pupils thoroughly enjoyed using this learning platform, were improving their times tables knowledge and great feedback was received from parents.

'I as a parent find it very good, and actually I was looking for something similar to find online, so Seb can learn and enjoy himself at the same time. It seems that this web site does the magic. He goes on it again and again and again.' Parent, 3M

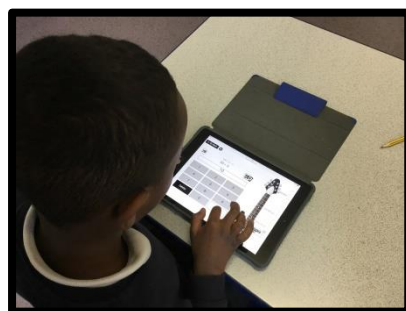
Times Tables Passports / VISAS

Following on from the success of Times Tables Rock Stars, we have re-launched the Sherington Times Tables Passport and Sherington VISA. I delivered an assembly to the school via Teams, talking about the benefits of having a rapid recall of times tables knowledge and I ended the assembly with a competition using Kahoot! (a learning resource introduced to provide an alternative means of assessment).

From Year 2, pupils are given their passport, in which they need to earn their stamps for each times tables. Once fully completed, pupils will receive their VISA, acknowledging their achievement. I'm pleased to say that many pupils have been exercising the character strengths of self-regulation and love of learning to achieve this goal.

'I really like practising my times tables in different ways. I also like the challenges because some questions I can't answer straight away so they challenge me.' – Pupil in 2F

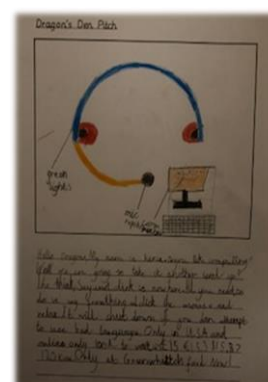
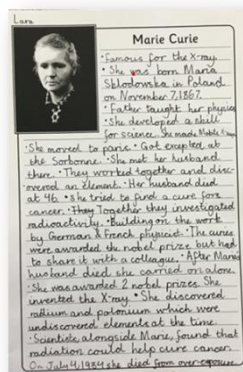
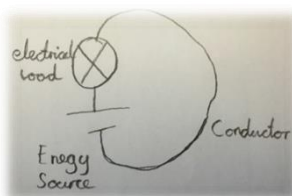
'I really like using my knowledge to solve problems – I enjoy being challenged.' Pupil in 6H



Charlotte Truscott

Science

I resumed my role as science lead at the beginning of spring term this year. A whole-school return in spring 2 coincided with Science Week, with the inspiring theme 'Innovating for the Future!' In preparation for Science Week, I planned and delivered a staff PDM over Microsoft Teams outlining the timetable for the week, along with suggested resources and activities. There were many opportunities for cross-curricular learning over the course of the week, particularly in humanities, writing and design technology lessons. A hook assembly was presented by key stage 2 pupils who challenged pupils to predict what the theme may be based on - famous inventors from the past such as Grace Hopper. The aim was to also challenge the stereotype of scientists being predominantly male, and some year groups chose to explore a famous female inventor as a result of this. Throughout the week, each year group explored and investigated an invention and inventor from the past, following its evolution to the present day. Pupils designed and made prototypes for their own inventions for the future, and the outcomes were ingenious. Year 1 pupils demonstrated their interest and care for the environment with a robot (10 Bot) that could collect litter from the oceans, whilst year 5 explored a famous Black inventor, Garrett Morgan, linking to their humanities learning around Black History. The week culminated with our very own Dragons' Den activity in which chosen pupils from each class pitched their innovative inventions in front of a panel of dragons, demonstrating remarkable bravery, zest and creativity. Teachers worked to ensure that the children had an engaging and informative week, with lots of practical and interactive learning taking place. Pupil voice reflects the children's enjoyment of their celebrating of science week and collaborative learning, upon returning to school.



'I enjoyed having the opportunity to tell others about my invention and answer their questions.' Year 5 pupil

'It was fascinating learning about Marie Curie. I never knew what a massive part she had played in the world of science.' Year 6 pupil

'The fish are really important, and it makes me sad to learn that so many die from humans throwing plastic into the sea. We need to stop it, and a robot can help.' Year 1 pupil

'I liked learning about the first aeroplane. My favourite part of the week was testing different materials to find the most suitable ones for our own class plane.' Year 2 pupil

Earth Day was another event that was marked at Sherington this year, again providing opportunities for children to demonstrate their interest in, and learn more around the topic of climate change and sustainability. All year groups watched a streamed production of 'The Lorax' from the Old Vic and the reception and feedback from pupils and teachers was extremely positive. Further resources were provided for teachers through links that could be shared with classes, for children to learn about climate change and to delve into why Earth Day is an important date in the environmental calendar each year. Pupil voice recorded by teachers from discussions reflects children's awareness around environmental issues and references how we can play our part in living more sustainably at home and in school. Two recurrent suggestions

and interests from pupils were around cultivating and growing plants and vegetables in the Linnaeus garden, as well as litter picking groups/monitors at school. The Linnaeus garden is a wonderful outdoor space that we have available at school and it gives the children opportunities for outdoor learning – a fundamental part of science lessons. Following on from this feedback, I wish to bring their ideas into fruition, particularly the development of the Linnaeus garden for the rest of summer term.

'Have rubbish collectors during play to ensure that rubbish is collected and recycled correctly.' Year 5 pupil

'Don't always use all of the classroom lights – on some days when it is sunny you could just do one light switch or no lights.'

Year 5 pupil

'Have litter monitors.' Year 3 pupil

'Plant more flowers and grow vegetables in the garden.' Year 2 pupil

I carried out a learning walk during summer term, with a focus on science displays. As this was the beginning of term, displays were in the early stages of being informative and interactive, with many displaying what the children know and would like to find out around their new unit. As a result of this, I have updated the science display checklist, with the hope of enabling teachers to be more aware around creating purposeful and stimulating displays in their classrooms, as well as promoting consistency across the school. During the learning walk, I was also able to observe science lessons taking place in upper key stage 2 classes, and had the opportunity to talk to pupils. Observations demonstrated that teachers work to ensure that practical investigation takes place regularly, and is evidenced in books. Pupil voice collected also demonstrates the children's enjoyment of the practical nature of scientific investigation and the use of different resources in lessons. Based on the feedback gained from the learning walk, I will carry out a science audit to collate and identify resources and equipment that we have available, in order to ensure that teachers are able to plan and deliver engaging and practical lessons, giving them more access to high-quality resources and awareness around what is available and resources that may need to be ordered.

'We do lots of experiments.' Year 5 pupil

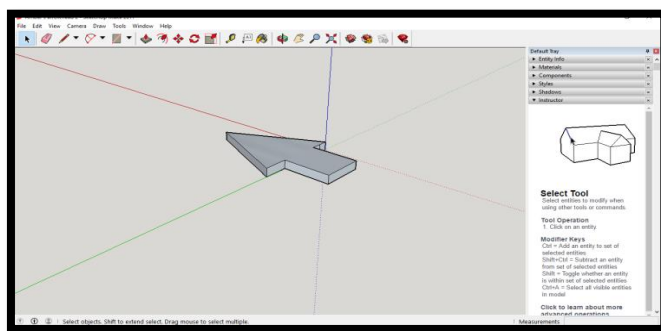
'We are learning about plants. I like it because we get to go outside.' Year 2 pupil

'I liked space a lot. We learnt about planets and that storms take place there even though there's no life. Lessons are really exciting and fun.' Year 5 pupil

Leanne Farley

Computing and IT Computing Curriculum

The computing curriculum has been a regular part of our pupils' diet this year, including throughout the lockdown. Units were adapted to allow for maximum engagement without an overdependence on certain software or hardware that may have not been accessible to all families. On our return to school, pupils have had the opportunity to complete learning that is dependent on certain hardware or software, such as a computer aided design unit of work to create products for the 3D printer.



Year 4 - CAD Roman arrowhead for 3D printing

As a school, and within the education system, we face the challenge of how we educate our community on the use of the internet and social media. Further development of the curriculum will involve learning around internet safety to encompass sensible use, etiquette and scrutiny of the internet and social media platforms. As a wider community and societal issue, parental consultation and engagement will be essential in developing this.

IT infrastructure

We have employed a new IT service, Edsure, to provide support in school. The service level agreement includes remote support and an IT technician onsite one day per week. The priority has been to ensure our computer hardware and software is up to date for ease of use for teaching staff, and that our IT systems run as smoothly and efficiently as possible. The technician is working alongside SLT to further develop our IT capabilities.

Year 6 Oscars



Engraved awards for our
winning groups

The year 6 pupils have been working incredibly hard on their films for Sherington's annual Oscars event. Despite the lockdown, our children have been aiming to create their films to be screened at the Greenwich Picturehouse; the venue is provisionally booked but the occasion is dependent on their commercial premises risk assessment and the national 'roadmap'. This year's theme is: The Life and Times of London. This has allowed the children to draw upon the geography and history of Greenwich, utilising knowledge learnt through our humanities curriculum alongside the skills acquired in ICT. The morning will start with the children being driven to the Picturehouse, gliding down the red carpet to a glass of fruit juice and experiencing the viewing of their films on the big screen. The event culminates in our very own Oscars ceremony.

Dan O'Leary

Design and Technology

At Sherington, we provide the children with a curriculum that fosters curiosity and creativity. Through engaging lessons, children are able to question how the world around them works as well as being able to put into practice those skills they have gained from other areas of study in a practical way.

This year I have introduced a year 3 unit of work on weaving – a plan that closely links to the children’s lessons of the Stone Age. A particular focus of the plan was to ensure that the learning outcomes reflected the aims of Design and Technology as a subject that encourages using creativity and imagination to make products that solve real and relevant problems. Additionally, the project highlights the practical skills that people during the Stone Age would have had to master.

I have also modified the year 1 and 2 D&T units of finger and hand puppets. Through consultation with class teachers, I have identified challenges within these projects. The year 1 project of finger puppets is a suitable example of this as many children struggled to cut certain materials and did not always have the dexterity to work at a small scale. The new plans provide teachers with a selection of suggested materials and joining techniques and allow teachers to suitably tailor the projects to their individual class needs.

In addition to this, I have rewritten the Design and Technology mission statement on the Sherington Primary website to reflect the reasons why this subject is taught, its importance and relevance to learning and what each child will be taught to do throughout their time at the school.

Healthy Eating Week

During the autumn term, the school community celebrated Healthy Eating Week. This event is always greatly anticipated by the children and creates a wonderful atmosphere around the school. Due to the restrictions that were in place at the time, it was not possible to mark the week as we normally would, with cooking and meal preparation taking place in different classrooms. To make up for the setback, this year I delivered a virtual whole school assembly, asking the children to create their own healthy meal from home and take a picture.

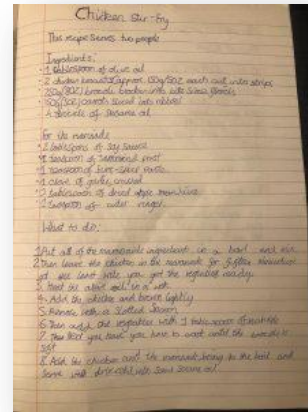
In addition to this, different year groups were given different tasks. For example, years 1 and 2 were asked to write a sentence describing why they prepared and enjoyed eating their meal whilst years 5 and 6 were asked to write a set of instructions on how to make their meal and research where each of the ingredients had come from.

An additional theme of the week was to celebrate and appreciate the rich diversity of healthy foods that we enjoy and what these dishes say about our school community. Many of the older children, including those who had studied origins in their humanities lessons, enthusiastically embraced this idea and enjoyed finding out more about where their favourite meals had come from and using them as a window into their family’s history and heritage.

“Spices are good for my immune system. Vegetables give me vitamins and minerals and help me grow. Rice is a carbohydrate so it gives me energy and keeps me full. Fish is a protein so it helps me grow and omega 3 is good for my brain.” – Pupil from 3B

“During the week, we have been working on healthy eating ideas. We’ve been having apples every day after school as a snack instead of sweeter options, and we’ve made banana and honey muffins (with no refined sugars) for really special snacks. My child has been asking if foods are healthy or not when we’re eating at home - a great learning experience!” – Parent of Penguins Reception child

“I like my healthy meal, because it is healthy and contains protein, vitamins and minerals.” – Pupil from 2H



Daniel Lewis

Modern Foreign Languages

French

At Sherington we provide a rich language curriculum that enables pupils to make substantial progress in a language. Language lessons cater for a variety of learning styles and encourage students to be actively engaged in a range of learning activities. We use a combination of the four language skills: listening, speaking, reading and writing. Through weekly French lessons, children are able to practically apply these skills and become confident and able linguists.

Since becoming full time language lead (after shadowing Mrs Cole throughout my NQT year), I started the year by introducing a new scheme of work, which interlinks with the Humanities and PSHE curriculum. I have developed the presence of Modern Foreign Languages on the Sherington website by rewriting the mission statement as well as being able to take ownership and continue writing a strategic development plan. Writing the subject progression map for languages has emphasised where we want pupils to get to as learners; with an emphasis on the sequence and progression of skills they will gain throughout each term. This has helped me progress in my role, as I have a clear overview of progression of languages across the school.

Each French book now has a yearly overview and during lessons, children are incorporating speaking everyday French in the classroom. Other introductions include writing the date in English and in French. Book presentation has the same high expectations as across all other subjects. Language Angels has been rolled out to incorporate home learning games for children to practice, as well as units that spread across each half term. At the start of the year I was teaching French to Year 5 and 6, however class teachers have resumed this responsibility since Easter. I am in the midst of finding suitable online CPD to develop my own skills and knowledge. Year 3 and 4 class teachers are teaching their own lessons and feedback has been positive. Last year I hosted a PDM session for KS2 to target teachers' confidence in speaking French and keeping language skills up to date as well as introducing the new subject content and planning format.

Language Angels has its own assessment tool at the end of each unit, which together incorporates all the different strands of the curriculum for MFL. As a result, it has enabled me to see what the gaps are and how I can adapt my planning to ensure that these gaps are covered.

Awards

Sherington has been accredited with the International School Award 2019 – 2022 from the British Council. This reward recognises schools that have shown a commitment to embedding international awareness and understanding with their class or school.

Remote Education

Although the recent national lockdowns have provided many challenges regarding the consistency of teaching languages, 'Language Angels' has provided an excellent reference point for teachers to plan high quality lessons. Engagement amongst home learning was high especially amongst upper KS2. Parent voice reflects the enjoyment and passion for languages children have developed when at home.

'It has been lovely for us to see how much they are enjoying French, a developing passion we may otherwise have not seen!'
- Parent of Year 5 and 3 pupils.

European Day of Languages

In the Autumn term we celebrated the European Day of Languages, albeit in a slightly different way than usual. The day began with a remote assembly for KS1 and 2, the emphasis being on the importance of learning a language. This created a real buzz around the school for what activities were to come throughout the day and following week. These varied from learning different palindromes in Year 5 and 6 to tongue twisters in Year 3 and 4. KS1 had a look at synonyms, animal sounds and nursery rhymes from around Europe. The whole school also had an activity that was linked to cultural understanding, etiquette and the Humanities curriculum. On the actual day, we celebrated with language workshops across the school, taught by the children. We had taster sessions in Spanish, Italian, French, German, Romanian, Russian, Turkish, Lithuanian, Bulgarian, Polish and Czech. Pupil voice reflects the children's enjoyment of the day and the collaborative learning that took place. It also reflects the children's understanding of why learning a language is important and can enhance future job prospects.

'It is good to speak another language if you want to live somewhere that is not England.' Year 1 child.

'I don't speak any other languages but I would like to learn for when I go on holiday' Year 1 child.

"If you speak English and Spanish you can communicate with around 80% of the world's population" Year 5 child.

'My grandma speaks Afrikaans sometimes so if I learnt that I could communicate with my family members' Year 5 child.

'You need bravery when learning a language because sometimes saying it out loud is scary' Year 5 child.



A child (4W) leading a lesson in Italian



A child (6S) leading a lesson in Spanish



A child (4W) leading a lesson in Greek

Ellie Pritchard

Humanities

Intent

The humanities curriculum at Sherington aims to encourage a lifelong enthusiasm for learning about the world and its diversity in all pupils. We aim to inspire in pupils a curiosity and fascination about the world and its people. Children acquire geographical knowledge, understanding the Earth's features at different scales are shaped, interconnected and change over time. Furthermore, humanities teaching will enable children to gain a comprehensive understanding of Britain's past and that of the wider world.

Learning about the lives of people in other countries and comparing them to our own lives fascinates me. The humanities unit about Identity allowed me to really ask 'Who am I?' – Year 5 pupil.

Implementation

During the period of school closure, humanities teaching was adapted and delivered through the platform Microsoft Teams. In addition to creating and resourcing lessons, the platform enabled teachers to provide children with a variety of online resources to support and aid their learning, including interactive and engaging websites such as The Oak National Academy and BBC Bitesize.

Children's learning in humanities has a focus on the school's locality, often taking the form of trips around the local area. In line with the risk assessment measures, school trips have been halted. In place of school trips, year groups have experienced live virtual workshops from places such as the Maritime Museum. These workshops have allowed children to enrich their humanities knowledge through discussions with experts on a subject, with the opportunity to ask and answer questions.



During our workshop about the Vikings, we learnt about Vikings as traders. I decided I would transport and trade wood. Although this would not seem valuable to us, it was a great resource for the Vikings – Year 4 pupil

Impact of leadership



This year I have advised teachers to use the classroom display boards in a similar style to the working walls seen for both Maths and English. Teachers were provided with clear guidance on creating classroom displays that show the learning journey through a unit, whilst considering the purpose of the display itself. Additionally, guidance was given for creating displays in the corridor that showcase the learning of each year group.

The humanities statement on the Sherington website was updated in consideration of the new OFSTED framework, so it states our intent, how we implement it and its impact, with an emphasis on the sequence and progression of skills they will gain throughout the units.

Prior to school closure, I supported a newly qualified teacher when they observed a humanities lesson being taught. This was beneficial for them, as it enabled them to see my expectations of children's learning behaviours and outcomes in a humanities lesson. Consequently, it was beneficial for myself as a leader as it allowed me to reflect on my own practice.

Emily Wilkinson

Music

Curriculum

As the subject leader for music, the on-going challenge for this year has been adapting the music curriculum in line with government guidance on Covid-safe learning. There were several elements to take into consideration for this:

- Children were advised to sit in rows in a classroom setting; I rearranged the music room so that keyboards were not face-to-face as they had previously been set up
- No singing allowed, which meant no singing assemblies, Glee Club or Mini-Glee, or singing in classrooms
- No mixing of year-group bubbles, meaning that instrument lesson timetables needed to be rearranged in some cases. This also meant no senior band
- All spaces need to be well ventilated, particularly where blowing instruments are played, and enough space allowed in the room between players
- General hygiene procedures to be followed as per the school risk assessment.

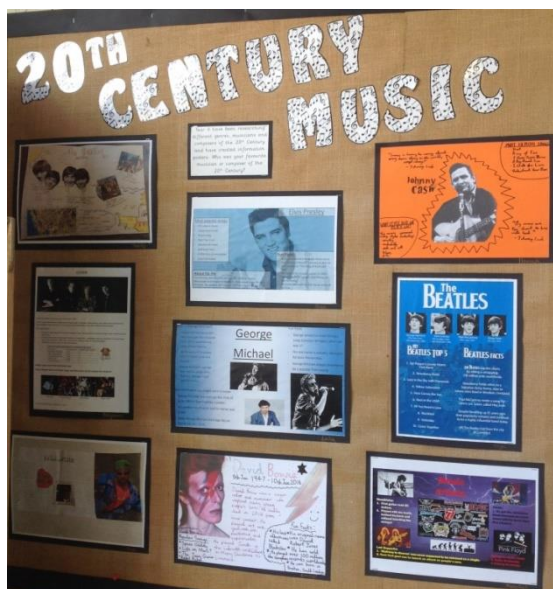
Our music curriculum is very singing-led, particularly in KS1, where most learning about beat, rhythm, pitch and dynamics is done through singing songs. As singing has not been recommended inside, a different approach (for the start of the year at least) was needed.

I adapted each unit, keeping it as close to the original plans as possible, ensuring that there was limited use of shared instruments (particularly between year groups) and including more use of body percussion and quiet vocal sounds (chanting or talking in rhythm, but at a lower volume). This proved to be very successful and it was clear that children were still enjoying their music lessons and learning the vocabulary and skills that they needed to, without the singing and using a full range of classroom instruments.

'I have really enjoyed learning how to express myself in music lessons, particularly when we combine rhythm patterns using words and phrases.' – Year 4 pupil

The spring term lockdown presented another challenge, where learning was to be done online. I provided a weekly music lesson for each year group which included: listening to and analysing music; reinforcing work done in the autumn term on the musical elements; topic links to humanities, science or maths work; composition work and using body percussion or household objects as instruments. Children were also encouraged to sing during this time with weekly pre-recorded singing assemblies.

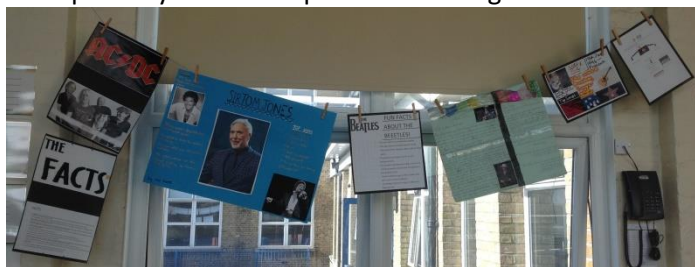
'Thank you so much for all the great online lessons provided over the last weeks. The kids have really enjoyed all of them.' – Parent of year 4 and year 1 pupils



'Just a quick email to say a big thank you for all of the singing assemblies and music lessons you provided for both [of our children] during lockdown. We all really appreciate the effort that has gone into your contribution to their home learning in a less than ideal scenario!' – Parent of year 5 and year 3 pupils



Examples of year 6 work produced during lockdown – 20th Century Music Posters



'I loved doing the research for my poster as I learnt so much about the band and got to listen to their music. I was able to make a power-point slideshow which Ms Portman printed and put up in the music room. I like that the work I did during lockdown is being looked at by other people in the school.' – Year 6 pupil

Year 3

Year 3 have a slightly different structure to their weekly music lessons, as they follow our First Access Music programme taught by specialist music tutors (brass, drums and keyboards). I purchased 10 pBuzz instruments (a plastic instrument that is played the same way as a brass instrument, with an extendable core to change the pitch, in much the same way as a trombone would change pitch), which would mean easier cleaning, and that children would not be sharing mouthpieces.

We usually allow 4 weeks on each instrument during the first term, to give them a taster, and introduce the main elements of music: timbre, texture, dynamics, duration and pitch. Children are also introduced to music notation and conducting skills during the first term. This year however, we wanted the pBuzz instruments time to be soaked in Milton over each of the holiday breaks, so we allowed 6 weeks on the first instrument, and 6 on the second. This was unfortunately when we went back into lockdown and learning had to be transferred online. As children were not able to take the instruments home I decided to reinforce the work they had done on the musical elements, music theory and listening and analysing music, through the educational music site 'Charanga' (known to the pupils as YUMU). Each child had a login and work was set weekly.

'I did the YUMU lessons for music every week. It was fun and a bit like a computer game. It helped me to remember things like pitch and dynamics from my lessons in school.' – Year 3 pupil

Upon returning to school in the spring term, we concluded the final 6 weeks on their instruments and pupils then chose to focus on one instrument for the summer term. We are currently working towards a performance (in whatever capacity that may be), which will include some singing and playing of instruments. It is hoped that restrictions will ease enough in the summer to allow a small audience at least.

Instrument lessons

We have continued to provide musical instrument lessons throughout the year, taught by our dedicated team of peripatetic music teachers. I purchased four new saxophone mouth-pieces (some year 4 pupils needed to share instruments), three new drums (derbukas), as well as ten pairs of drum sticks.

During the spring term lockdown, pre-recorded lessons were provided for all instruments and posted weekly to MS Teams. There were a number of children who did not have access to an instrument during this time, so each lesson provided an element of music theory and children were encouraged to participate, whether or not they had an instrument to play. Talking to the pupils on their return to school, it was clear about 1/3 children actually accessed the online lessons during this time.

'I enjoyed doing my piano lessons during lockdown and I learnt to play the Indian Dance using both hands. I never did that before.' – Year 4 pupil

'I didn't have a keyboard at home so I drew one on paper and stuck it to the table and practised on it. When I came back to school I was able to hear what I was playing and I was really happy with it. I think I improved my playing this year.' – Year 5 pupil

Since returning to school, children have had regular weekly lessons in small groups (within year-group bubbles) or one to one (depending on the instrument they are learning). They have been working towards a performance, which will be recorded and posted to the school website at the start of Arts Week.

There has been slightly less retention of pupils this year, with several children opting to switch instruments or discontinue their lessons. We encourage children to try and continue with the same instrument, year after year, to enable progress to be seen. This year, however, children have not been able to see the benefit of continued lessons on the same instrument. We would usually have at least one concert every term, sometimes one per half term, which showcases one or more group of performers at different stages of their musical journey. We hope that as restrictions are lifted, pupils can be encouraged to rehearse and persevere in their instrumental tuition at Sherington.

Summer term

The return of singing in the summer term has created a 'buzz' around the school, and children are talking about how much enjoyment they get from their singing assemblies. We are working towards a full performance during Arts Week, with every child in the school participating in singing and dance, as well as performances from a year 4 brass ensemble, our year 6 band, and a special live performance from our peripatetic teachers. It is hoped that restrictions will lift to allow us to have a live audience in the school (which will be a first for our reception children), and that children can remember their passion for performance.

We are also working on a year 6 production of 'The Wizard of Oz'. I have started working on the songs with year 6 pupils as part of their final half term of music lessons.

Clare Portman

Physical Education and Extra-Curricular Clubs

As Physical Education lead, I have developed the current curriculum overview plans to clearly state what children will learn each term in their Physical Education lessons, and what opportunities are provided throughout the academic year. I have worked alongside our Sports Coach to ensure consistency throughout all Key Stages, ensuring skills are developed as children progress through school. In Physical Education lessons at Sherington, we have a clear vision of where we want pupils get to as learners - with an emphasis on the sequence and progression of skills they will gain throughout each term. This has helped me progress in my role as Physical Education Lead, as I have a clear overview of progression of Physical Education lessons across the school.

Physical Opportunities

Children at Sherington enjoy a wide range of physical activities throughout the year, both during their indoor and outdoor Physical Education lessons and through Extra-Curricular Clubs, which have recently re-opened (after they closed because of our COVID 19 risk assessment). In 2019-2020, we were fortunate to add Cheerleading to the list of Extra-Curricular Clubs, run by a qualified cheerleading coach, which was at full capacity across the two terms it was open. Adding Cheerleading to our wide range of Extra-Curricular Clubs was a start in ensuring gender equality across Physical Education.

"I have really enjoyed learning new skills from Cheerleading Club, especially as it isn't something I would have done without school!" – Pupil in 4W

"Cheerleading has helped me to learn new gymnastic skills, and I hope we can have the club again next year" – Pupil in 4L

Looking ahead, I am currently organising Sports Day, which has included meetings with our Sports Coach and meeting with the staff at Blackheath Rugby Club to organise a safe and appropriate date. We are also looking forward to having dance workshops in preparation for Arts Week, under the theme 'Reflections: Who Am We?'. Led by choreographer, Wendy Steatham, these workshops enable pupils to be taught by an expert in this field and are an opportunity to upskill classroom practitioners in the teaching of dance.

All children in Sherington have an allocated Physical Education lesson each week, with children from Year 1 to Year 6 having both indoor and outdoor sessions, one led by the class teacher and the other led by our Sports Coach.

Due to the Risk Assessment, we have sadly been unable to accommodate our usual swimming lessons for Year 4 pupils, or our cycling proficiency course for our Year 6 pupils. This is something that I am keen to re-introduce as I continue with my Physical Education lead role in the next academic year. As PE lead, I have ensured that PE lessons can continue in a COVID-safe manner, in line with our school risk assessment. Therefore, equipment is cleaned after each bubble's use, as well as ensuring each bubble uses the appropriate entrance and exit for the use of the hall for indoor PE sessions.

Physical Education Lessons

Year 6 pupils have been taught by Wendy Streatham for their indoor PE sessions, which continue to benefit the wider exploration of Physical Education, and the sports that we facilitate here at school.

Throughout the course of the last two years, we have continued to follow the scheme 'P.E. Planning'. After discussions with staff, it is felt that the new PE scheme works well, and has clear planning with development and a path for the learning of the children. Sadly, due to the pandemic, some modules are yet to be taught in-person, but after consideration of each element I feel confident in implementing this planning for the upcoming year ahead. Having spoken to both children and staff about their PE learning, I have been overwhelmed by positivity regarding the new and innovative scheme of work, including a greater focus on dance and gymnastics.

"I have really loved showing new movements and balances to my class. I am really happy to be doing gymnastics in school".
– Pupil in 1D

“Using the PE planning has enabled me to have a clear and concise lesson plan with desired outcomes and differentiation across each module. It has been very helpful in delivering each lesson in a consistent manner, allowing appropriate times for each section of the lesson”. Laura Davis, Year 1 Teacher

Sports Day

A Professional Development Meeting will be held regarding Sports Day, in which staff will be presented with how we can facilitate the event safely and in line with current guidance. I have been in contact with our host ground, Blackheath Rugby Club, who were able to provide safety information regarding distancing. A risk assessment to be written and edited in line with current guidance. As PE lead, I have met with our Sports Coach to discuss the event and which races we wish to have. Due to the delayed Tokyo 2020 Olympics, we are celebrating our Olympic year by naming each team after a British athlete. We will be dividing each class into four teams, which will combine across the school to make four ‘whole school’ teams. As we continue our journey into our 2020-21 year, I am pleased with the success of Physical Education in Sherington. I feel that, as PE lead, we have overcome the challenges given to us due to COVID 19, and we are both excited and prepared for more progress in our Physical Education curriculum as restrictions lift further. A priority for next year will be to ensure the opportunities missed, such as the football league and cycling proficiency courses, are available to the children as soon as possible. I also hope to host a Professional Development Meeting with all teaching staff focusing on how to deliver a Physical Education lesson, focusing on the skills required in each module. I look forward to continuing my role of Physical Education lead at Sherington this upcoming year.

Rosanna Owen

Religious Education

Greenwich RE Syllabus 2019-2024

The new Greenwich RE syllabus was brought into effect in Autumn 2019. In order to facilitate the new RE curriculum I needed to make a number of changes which included:

- A change to the Key Stage 1 and Key Stage 2 order of units which informs teachers which unit they are teaching each half term.
- A provision of texts and linking themes with RE in the Early Years.
- “Faith in Greenwich” unit to be researched and written for year 6.
- New faith units to be taught in Key Stage 2.

Class teachers have adapted to these changes and have been evidencing their class RE work digitally in RE folders, printing it off for the class to have a copy, as done with previous years.

Change to Order of RE Units:

RE Map 2014-2019

	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	QCA Unit (Celebrations)	Christianity Jesus' birth and Christmas Unit 1	Islam Prophet Muhammad (pbuh) Unit 1	Christianity Jesus the teacher Unit 2	Hinduism (Dwali) Unit 1	Judaism Shabbat Unit 1
Year 2	Islam Five Pillars of Islam Unit 2	Christianity A local Church Unit 4	QCA Unit (Belonging)	Christianity Easter and Symbols Unit 3	Hinduism Gurus Nanak and his teachings Unit 1	Judaism Worship Unit 2
Year 3	QCA Unit (Where did the world begin?)	Buddhism The Buddha Unit 1	Judaism Festivals in the Jewish Year Unit 2	Sikhism Sikh teaching and life Unit 2	Islam Ramadan and Eid al-Fitr Unit 3	Christianity The Bible Unit 5
Year 4	Judaism The Gourdessa and the Gurus (Gourdessa, Sahib Unit 3)	Hinduism Hindu Life Unit 3	QCA Unit (Weddings)	Judaism Synagogue Unit 3	Buddhism Living as a Buddhist Unit 2	Christianity Local Christian Places of worship Unit 6
Year 5	Christianity God and beliefs Unit 4	Islam Hajj: the journey of a lifetime Unit 4	Buddhism Following the Buddha's teaching Unit 3	Christianity Who was Jesus? Unit 7	QCA Unit (Peace)	QCA Unit (Understanding Faith in Greenwich)
Year 6	Judaism Jewish life Unit 4	Christianity Christian Festivals Unit 8	Hinduism Belonging to the Sikh community Unit 4	Buddhism The Buddhist Community Worldwide Unit 4	Christianity Leading a Christian life Unit 9	QCA Unit (The End of Life's Journey)

RE Map 2019 - 2024

	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Celebrations	Christianity Jesus' birth and Christmas Unit 1	Islam Prophet Muhammad (pbuh) Unit 1	Christianity Jesus the teacher Unit 2	Hinduism Dwali Unit 1	Judaism Shabbat Unit 1
Year 2	Islam Five Pillars of Islam Unit 2	Christianity A local Church Unit 4	Who am I? (Belonging)	Christianity Easter and Symbols Unit 3	Judaism Festivals in the Jewish Year Unit 2	Hinduism Worship Unit 2
Year 3	Where did the world begin?	Buddhism The Buddha Unit 1	Hinduism Gurus Nanak and his teachings Unit 1	Christianity The Bible Unit 5	Islam Ramadan and Eid al-Fitr Unit 3	Sikhism Sikh teaching and life Unit 2
Year 4	Judaism The Gourdessa and the Gurus (Gourdessa, Sahib Unit 3)	Hinduism Hindu Life Unit 3	Islam Hajj: the journey of a lifetime Unit 4	Judaism Synagogue Unit 3	Buddhism Living as a Buddhist Unit 2	Christianity Local Christian Places of worship Unit 6
Year 5	Christianity God and beliefs Unit 4	PEACE	Buddhism Following the Buddha's teaching Unit 3	Christianity Who was Jesus? Unit 7	Worship	Belonging to the Sikh community Unit 4
Year 6	Judaism Jewish life Unit 4	Christianity Christian Festivals Unit 8	Christianity Leading a Christian life Unit 9	Buddhism The Buddhist Community Worldwide Unit 4	Understanding Faith in Greenwich	End of Life's Journey

Changes to Whole Faith Units:

In the new 2019 syllabus the Weddings unit is longer applicable and has instead introduced “Worship” as a unit. The 2019 – 2024 unit map is constructed so that in Key Stage 1 pupils will study Christianity and three other main faiths and in Key Stage 2 they will study Christianity and all five other main faiths in accordance with the present syllabus guidance.

RE in the EYFS

“Pupils should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories, may be introduced to specific words and use their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their feelings and experiences.”

-Greenwich EYFS syllabus.

In order to support the Sherington EYFS in planning and delivering RE in class, a range of books that were recommended by the Greenwich Syllabus were ordered and a set was provided for each Reception class and Nursery. In addition to this I devised a list to accompany the books that listed their links with the areas of development and gives a brief description of

what each text is about. The books all have a theme that should encourage children to consider religious and non-religious views and different forms of expression and to be given opportunity to reflect on their feelings and experiences. The RE EYFS faith content in the agreed Greenwich syllabus is built around five areas of development; Right & Wrong, Festivals, Self & Others, Symbols & Rituals and Living Things.

EYFS continue to recognise and celebrate multi faith festivals such as Diwali, Eid, the Lunar Year and Christmas.

Religious Education in Sherington EYFS

EYFS

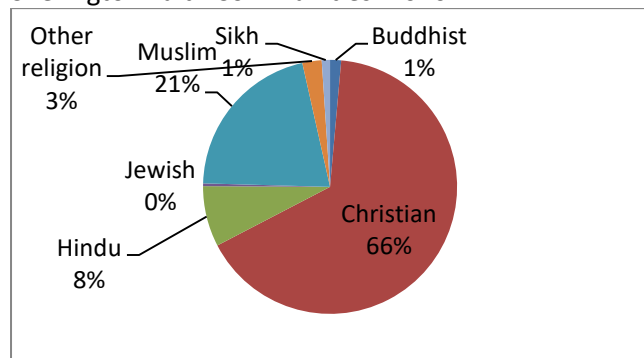
Area of Development	Booklist	What is it about?	Possible Themes
Self and others	All the colours of the Earth	Human diversity	Difference
	Clever Sticks	Human diversity	Individual worth
	Amber's Other Grandparents	A little girl from a mixed race family meeting one set of grandparents for the first time.	Who am I? Families.
	Jennifer has two daddies	A story about step-families and how a little girl comes to term with understanding that her fathers both love her.	Families and Relationships
	Amazing Grace	Grace learns about challenging the barriers of difference.	Gender, race

Faith in Greenwich – Year 6

As part of Greenwich syllabus there is a unit on “Understanding Faith in the Royal Borough of Greenwich”. This unit is given as an “An opportunity for each school to design its own unique RE units of work for Upper KS2”. This unit has been planned for year 6 in the RE map.

In order to ensure that the written unit is representative of pupils in Sherington, I collected data on the faith makeup of Sherington using SIMS in Spring 2020. Using the guidelines from the syllabus, as well as lesson ideas from the previous faith in Greenwich syllabus (2014-2019) and observing the faith make up of Sherington, the year 6 Unit on Faith in Greenwich was written and produced to be used as guide for year 6 planning and implementation.

Sherington Faith Communities- 2020:



Evidence of learning in RE

Due to the pandemic RE lessons were limited to learning onsite in school and home learning, and activities such as cooking, having visitors and visiting religious sites were not able to happen. However, the lessons continued to celebrate RE with a range of activities that included asking questions and researching the answers, writing, drawing and painting.

Assemblies

During the course of the 2 years, a number of assemblies have taken place that have recognised the significance of festivals and celebration as well as days of remembrance. These have included Holocaust Memorial Day, the celebration of Guru Nanak's Birthday, Eid, Ramadan and Wesak. These have either been whole school on site, home learning assemblies, MS teams whole school assemblies or class assemblies.

Claire Bangs

Relationships Education and Health Education

Relationship Education (RSE) in primary school became an integral and compulsory part of the curriculum in 2020.

Training

As the RSE lead I have received training from the Royal Borough of Greenwich. During the autumn term 2020, I joined fellow RSE leads to discuss the implementation of the new curriculum, support that we may require and finally share valuable resources.

Staff Professional Development

In order for the implementation of the new RSE curriculum to be effective, I held a whole school staff meeting. The staff had the opportunity to familiarise themselves with the different strands of the primary RSE curriculum and identify what is already covered through the wider curriculum. This allowed me to identify the gaps and put in place a plan that would ensure that every strand is addressed by the end of the school academic year.

RSE Resources

The focus at Sherington is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Using books recommended by the No Outsiders programme, I matched the fictional texts with the strands of the RSE curriculum. Each week, a text, poem or piece of art is used to teach and discuss a strand of the curriculum. The texts we select are inclusive and represent the community we serve.

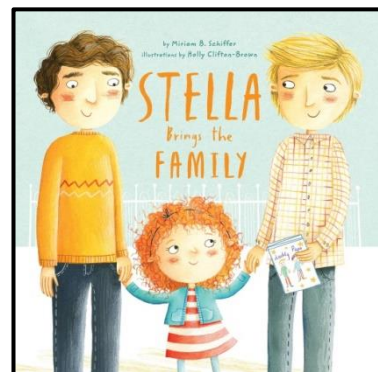
The following are the views of pupils about the sessions:

"Makes me see other people's points of view. Gives me the opportunity to listen and question them but also myself." Year 6 pupil

"I sometimes learn different things. People are different but it does not mean they can't be included." Year 6 pupil

Each week we record pupil voice linked to the strand we are focusing on:

"It doesn't matter if you have two mums or two dads, as long as they love you, that's all that matters." Year 5 pupil



Diversity Week Summer 2020

Under the Equality Act 2010 we have a legal obligation to promote understanding about LGBT+ equality and challenge prejudice.

Diversity Week 2020 was celebrated remotely during Lockdown 1. The objectives for the week were to develop an understanding of what a stereotype is, and how stereotypes can be unfair, negative or destructive.

During a professional development meeting, we selected a number of texts that were written to challenge stereotypes. Each year group shared a number of texts and related questions with their classes during lockdown. The week culminated in a recorded reading of the book 'Are You a Boy or Are You a Girl?' with all teachers reading a page each.

Anti-Bullying Week 2020

The message this year was 'United Against Bullying'. The week was introduced with a whole school assembly, via Zoom. We discussed the concept of being 'united' and the definition of 'bullying'. The children then discussed in greater detail who they would turn to if they were being bullied.

Rabinder Benning

Travel Plan

The Sherington Travel Plan received the STARs Gold award in the academic year of 2018 to 2019. Due to the pandemic, TFL decided to introduce two interim years where schools keep their Gold status without the need for submitting evidence. This means that our Gold status is held until 2022. As Travel Plan lead, from 2020 to 2021, my aim has been to continue to promote safe travel to and from school and in the local area. Due to the pandemic, many families have been spending more time outside and in the local area. This has meant that the importance in promoting safe and healthy choices has become ever more apparent.

Walk to School Week 2020

Due to lockdown one, Walk to School Week 2020 was postponed from May to October. Rules for children entering and leaving school changed during this time, with staggered entry and exit and socially distanced waiting. The number of cars used for dropping off and picking up has remained a concern. This has been an excellent opportunity to promote walking to school as a contribution to a safer school community.

For this Walk to School Week I hosted a zoom assembly from year one to six. In this assembly we discussed different forms of active travel (using park and stride, cycling, scooting or public transport) and how these also count as walking to school during the week and have similar benefits.

As a school we discussed the benefits of walking to school or using active travel such as:

- Exercise - to keep your muscles and bones healthy and your heart strong. *'Walking keeps us healthy.'* Florence, Year 2
- Mental health - being in the moment and connecting with what's happening around us. *'Walking to school is relaxing.'* Leo, Year 5
- The environment - reduces carbon emissions and improves air quality. *'We have to look after our planet by not using the car as much.'* Vladimir, Year 1
- Social - spending quality time with members of your household. *'I like walking to school because I get to spend time with my family.'* Alix, Year 2.
- Safety - making our streets safer with fewer cars on the road. *'I enjoy walking to school, we used to take the car but now we park further away and walk the last bit'* Grace, Year 1

Children were asked to celebrate their walk to school using a selfie with their family as a way of promoting walking to school or using active travel. We had many selfies sent to us that I think encapsulate the zest and positivity of our Sherington community.



The Dhanda Family



Jessica, Year 5



Sofija, Year 3

During Walk to School Week 2020, teachers used wall charts to record how many staff and students in each class walked to school or used a form of 'active travel' each day. Official Walk to School Week packs were given to each teacher; stickers, badges and activity packs were sent home with each child. A letter was sent out to parents explaining how to get involved and our Walk to School Week banner was proudly displayed at the front entrance of the school.

Walk to School Week 2021

For Walk to School Week 2021, I hosted a Microsoft Teams assembly. I again talked about the forms of active travel and how they contribute to walking to school. I discussed the benefits of walking to school or using active travel. We then had a discussion about what character strengths we use when walking to school or using forms of active travel.

The children produced amazing ideas such as *'Team work, because you work as a family to be organised and plan to walk to school'* Mahrus, Year 3. *'Appreciation of beauty, because I appreciate the beautiful flowers I see on my way to school'* Maya, Year 5. I continued this point by talking about the wonder of nature and how to appreciate the beauty of nature on our journeys to school. I asked the children to celebrate this by taking a picture of something on their way to school that makes them appreciate the wonder of nature. Once again we had many pictures sent displaying the curiosity and creativity of Sherington children. We had great feedback from parents that the children 'enjoyed this assignment' (Parent of Year 1 and 2 children).



Flowers
Maya, Year 5



Sky
Emma, Year 2



Wild flowers
Ava, Year 2

During the week, teachers used wall charts to record how many staff and students in each class walked to school or used a form of 'active travel' each day. A letter was sent out to parents explaining how to get involved and our Walk to School Week banner, promoting active travel, was again proudly displayed at the front entrance of the school. The 'Big Steps' booklet, with stories and activities, was sent out to all pupils in school.

Royal Greenwich School Travel Hands Up Survey

Due to lockdown one, the School Travel Hands Up Survey was also postponed from the Summer term of 2020 to the Autumn term. This meant that two Travel Hands Up Surveys were completed by all classes, one in November 2020 and one in May 2021. These surveys take a snapshot of the travel habits of the Sherington community so that we can compare the difference between a normal school day and our efforts during Walk to School Week.

	Autumn 2020	Summer 2021
Walked to school or used 'active travel'	87%	85%
Came to school by car	13%	15%

Road Safety Workshops

Road Safety Workshops were booked for Year 1 and Year 3 classes for February 2021. Unfortunately, due to school closures the Road Safety Workshops were cancelled.

Laura Davis

Inclusion

Special Educational Needs

- There are currently 3 children receiving support through Education, Health and Care Plans. 2 further assessments are due to be concluded for children in Years 1 and 5.
- Current targeted interventions being used to support children across the school:
 - Wrap Around Centre for nurture style support in English and Maths whilst also supporting social skills
 - Speech and Language support
 - Support Team for Education in Primary Schools (STEPS) – Maths and English Intervention
 - Plus 1/Power of 2 Maths intervention
 - Toe by Toe/Hornet/Word Wasp reading and spelling interventions
 - Play Therapy
 - Draw and Talk
- Work continues with relevant outside agencies to support children identified on the SEN Profile:
 - Educational Psychologist
 - Speech and Language Therapist
 - ASD Outreach (10 children have a diagnosis of ASD and benefit from support)
 - Community Paediatrician
 - Occupational Therapy
- Transition information has been shared electronically with all relevant secondary colleagues. There have been follow up meetings where required.

Intervention Analysis

STEPS						
Year group	No. of pupils currently receiving intervention	Targets met	New programme	Came off programme	Pending Assessments	Further intervention
3	1	1	1	0	1	1 - WAC
4	3	3	2	1	0	
5	3	3	0	3	0	
6	2	2	0	2	0	1 – WAC/ASD Outreach

SALT						
Year Group	No. of pupils currently receiving intervention	Targets met	New targets	Came off programme	Further intervention	
Reception	1	0	0	0		
1	2	0	9	0	2-EP involvement 1-OT/Community involvement	Paediatric
2	1	3	5	0		
3	1	0	5	0		
4	2	1	5	0	SD Outreach P involvement	
5	0	0	0	0		
6	0	0	0			

Attendance & Medical

- Daily reporting of attendance to DfE has been in place since April 2020. This includes pupils and school staff.
- There have been 2 Attendance Review meetings held with all necessary follow up actions having been actioned.
- The 'Supporting Children with Medical Conditions' policy has been reviewed, updated and shared with staff. Processes are in place to support with new and updated diagnosis.
- The Medi-Alert Handbook continues to be regularly reviewed to ensure information is current for all pupils.
- A 'Year Overview' has been introduced to highlight specific children to supply agency staff for either medical and/or SEN needs.
- All support staff have received 'Paediatric First Aid' qualification (reviewed every 3 years)

Safeguarding/Child Protection/Family Support

- Current support:
 - 6 children (3 families) are currently in the care of the Local Authority (Greenwich/Southwark/Croydon. All children have Long Term Care Orders.
 - 7 children (4 families) supported through Team Around the Child/Family Framework. All of these families have Early Help intervention.
- All meetings (Child Protection Conference, Core Groups, CIN Meetings, Professionals Meetings and TACs) have been attended to ensure best possible outcomes for all children. These continue to be held virtually, unless there are specific needs which would benefit from a physical meeting.
- Throughout all lockdowns families of children considered vulnerable – either by having a named social worker considered of the edge of social care involvement – have received regular contact from school. This has been through phone calls, emails and visits (where necessary).
- Utilising the DfE scheme for electronic devices and a further application to the Daily Mail scheme 'Computers for Kids' we were able to ensure all disadvantaged families had access to at least 1 laptop or tablet to support remote learning.

Engagement with Universal Agencies

- Access to universal agencies has continued to be promoted through the school newsletter, twitter and direct contact with families. These have included: school nursing team, Quaggy Children's Centre and New Leaf Housing Support.
- We have supported families eligible for Free Schools Meals through electronic vouchers, meal bags (provided by GS Plus) and signposting to the Local Authority 'Winter Food Fund'.

Gail Tippet

APPENDIX 1

IN-SCHOOL CPD

4 th January	INSET: Remote Learning
12 th January	PDM: Remote Learning
2 nd February	PDM: World Book Day/Remote Learning review
23 rd February	PDM: Science Week
2 nd March	PDM: Introduction to NPQSL projects
8 th March	PDM: Assessment
16 th March	PDM: Science Week review
20 th April	PDM: Medical needs update
27 th April	PDM: Reading – Read Aloud introduction
4 th May	PDM: Reading – Read Aloud development/Report Writing
11 th May	PDM: Bob Cox English training for Years 5 and 6
12 th May	PDM: Bob Cox English training for Reception, Years 1, 2, 3 and 4
18 th May	PDM: Writing moderation
25 th May	PDM: Arts Week Vision (Art)
8 th June	PDM: Arts Week Vision (Poetry)
15 th June	PDM: Music curriculum
22 nd June	PDM: Bob Cox English training for Years 5 and 6
23 rd June	PDM: Bob Cox English training for Reception, Years 1, 2, 3 and 4
6 th & 8 th July	PDM: Arts Week Prep
23 rd July	INSET: 2021/22 Preparation

OTHER TRAINING

23 rd October	Paediatric First Aid Training: Support Staff
18 th November	Maths Hub meeting: Miss Truscott
23 rd November	Phonics training: Support Staff
30 th November	EYFS Leaders Network meeting: Miss Peterson
21 st January	NPQSL training: Mr Hinchliffe, Ms Cole and Miss Peterson
20 th January	SENCO Network meeting: Mrs Tippet
22 nd January	Continuing Essentials training: Miss Burnell
4 th February	NPQSL training: Mr Hinchliffe, Ms Cole and Miss Peterson
9 th February	STEM Remote KS1 Computing: Miss Pritchard
23 rd February	Continuing Essentials training: Miss Burnell
	Paediatric First Aid Training: Support Staff
9 th March	Maths Hub meeting: Miss Truscott
19 th March	NPQSL training: Mr Hinchliffe, Ms Cole and Miss Peterson
23 rd March	Continuing Essentials training: Miss Burnell
25 th March	Revised EYFS Framework briefing: Miss Peterson
	Tapestry Education Conference: Miss Peterson
22 nd April	SixtoSeven (RBG transition portal): Mr O'Leary, Mr Hinchliffe and Ms Cole
23 rd April	LEAF Approach Training: Mrs Amis
6 th May	SixtoSeven (RBG transition portal): Miss Burnell and Mrs Tippet
10 th May	National Literacy Trust training: Ms Cole
18 th May	English Hub meeting: Ms Cole
25 th May	Continuing Essentials training: Miss Burnell
8 th June	EYFS Leaders Network meeting: Miss Peterson
11 th June	NPQSL training: Mr Hinchliffe, Ms Cole and Miss Peterson
22 nd June	Continuing Essentials training: Miss Burnell

1 st July	EYFS Reforms Assessment Briefing: Miss Peterson
9 th July	NPQSL training: Mr Hinchliffe, Ms Cole and Miss Peterson

LEADERSHIP DIARY

1 st October	School Census Day
	Governors Business Meeting
5 th November	SCR Check: Mrs Healy & Governor
12 th November	Governors Learning and Achievement committee
26 th November	Full Governors
5 th February	Governors Learning and Achievement committee
8 th February	Meeting with Barbara Foster (virtual): Miss Burnell
11 th February	Meeting with Barbara Foster (virtual): Miss Burnell
19 th March	Full Governors
22 nd April	Governors Learning and Achievement committee
28 th April	Barbara Foster visiting: Miss Burnell, Mr Hinchliffe, Ms Cole and Miss Peterson
29 th April	Deputy Headteacher Interviews: Miss Burnell & Governors
30 th April	Deputy Headteacher Interviews: Miss Burnell & Governors
4 th , 5 th , 11 th & 19 th May	Class Teacher Interviews: Miss Burnell, Mr O'Leary and Mr Hinchliffe
20 th & 21 st May	Class Teacher Interviews: Miss Burnell, Mr O'Leary and Mr Hinchliffe
10 th May	Julie Taylor visiting: Miss Burnell
14 th May	Governors Premises Walk: Miss Burnell, Mr Marchant and Governors
20 th May	School Census Day
	Governors Finance and Personnel committee
28 th May	Student Council meetings: Mr O'Leary
7 th June	Pupil Progress Meetings
11 th June	Full Governors
28 th June	Barbara Foster visiting: Miss Burnell, Mr O'Leary, Mr Hinchliffe and Mrs Tippett

VISTS/VISITORS

1 st December	Matthew Pennycook MP question and answer (virtual)
12 th January	Year 6: Junior Citizenship Workshop (live stream)
4 th March	Emily Haworth-Booth question and answer (virtual)
14 th May	Mayor Cllr Linda Bird assembly (virtual)
26 th May	Schools Direct student visiting
17 th May	Year 4: Maritime Museum Virtual Workshop
	Year 2: Cutty Sark Virtual Workshop
18 th May	Year 2: Cutty Sark Virtual Workshop
20 th May	Year 4: Maritime Museum Virtual Workshop
9 th June	Year 6: Go Ape!
10 th June	Year 2: WWF Live Science Lesson (virtual)
17 th , 18 th & 21 st June	Dance Workshops (Arts Week)

EVENTS

20 th & 21 st October	Parents' Consultation (virtual)
12 th November	Student Council elections
18 th , 19 th & 20 th Nov	Phonics Screening Check (Year 2)
12 th February	World Book Day Live (book reveal)
4 th March	World Book Day

8 th – 12 th March	Science Week
8 th March	Science Week Dragons' Den
29 th , 30 th & 31 st March	Parents' Consultation (virtual)
17 th – 21 st May	Walk to School Week
24 th May	Class photos
14 th & 15 th June	Reception 2021/22 Meet the Teacher
21 st - 25 th June	Nursery 2021/22 Stay and Play (afternoon)
30 th June	Sports Day
9 th July	Year 6 Oscars at Greenwich Picture House
12 th July	Musician's videos (shared online)
13 th , 14 th & 15 th July	Arts Week Performances
16 th July	Poet Laureate Assembly
	Arts Week Celebrations
21 st July	Year 6 Production and Leavers' Presentation

YEAR	CLASS	TEACHER	GIRLS	BOYS	TOTAL	YEAR TOTAL	PPG	PPG %	EAL	SEN EHCP	SEN SUPPO RT	LAC	ATTEN D. %	
N	Nursery	Ms Ghafour Ibrahim	27	36	63	63	4	2	13	0	1	0	96.7	Persistent absence (<90%) Autumn 9.58% Spring 10.2% (very low threshold due to lockdown) Summer 11.3% (19/04-28/05 low threshold due to date range)
R	Pandas	Miss Peterson	13	16	29	59	3	12	5	0	2	0	98.3	
	Penguins	Miss Price	15	15	30		3		10	0	1	0	99.0	
1	1D	Ms Davis	14	15	29	59	6	15	7	1	1	1	98.3	
	1O	Miss Owen	12	18	30		3		9	1	5	1	97.2	
2	2F	Miss Farley	13	17	30	58	4	19	5	1	3	0	96.9	Overall attendance 4 th September – 28 th May 96.5% (not including nursery)
	2H	Miss Higham	16	12	28		7		4	0	3	1	97.2	
3	3B	Mrs Benning	13	17	30	59	6	24	6	0	4	1	96.3	Fire drill 08/06/21 – 2minutes 28seconds
	3M	Ms Markiewicz	11	18	29		6		9	0	2	1	98.3	
4	4L	Mr Lewis	15	15	30	59	4	17	11	0	4	0	98.1	
	4W	Miss Wilkinson	14	15	29		7		8	0	4	0	37.4	
5	5A	Miss Armson	19	11	29	58	5	24	7	0	4	1	96.8	Permanent Exclusions Autumn 0 Spring 0 Summer 0
	5T	Miss Truscott	18	10	29		6		4	0	6	0	98.3	
6	6H	Mr Hinchliffe	14	16	30	59	4	23	2	0	3	0	97.0	Fixed Term Exclusions Autumn 2 children (25 days) Spring 0 Summer 1 child (3 days)
	6S	Ms Cole	11	18	29		4		6	1	3	0	97.0	
Totals (inc. Nursery)			209	265	474	474	72		106	4	46	6		
% of whole (inc. Nursery)			44%	56%			15%		22%	1%	10%	1%		
Totals (exc. Nursery)			182	229	411	411	68		93	4	45	6		

Attendance Data is for the period 04.01.21–
31.03.21

All data correct as of 07.06.2021