



# Thomas Johnson Lower School

*Dream - Discover - Flourish*

## End of year subject review and progress report: 2020-21

### A report for Governors and Parents

This document aims to give an overview of the year, combining pupil attainment results for the core subjects of English and Maths, with a short narrative of highlights in each subject area.

Key to abbreviations: SEND = pupils identified with special needs and disabilities which could be cognitive, social, emotional and/or physical. PP = pupils eligible for the Pupil Premium Grant funding. EAL = pupils for whom English is not their first language and who have English as an additional language. LAC = children looked after.

The school uses Target Tracker which is a system used to monitor progress and attainment in "Assessing Without Levels" within the context of the National Curriculum. Parameters for judging age-related expectation (ARE) and above have been agreed with local schools within the Cranfield Cluster (Wootton pyramid), and our Teacher Assessment judgements were in line with the 2018 SATS tests and July 2022 interschool moderations.

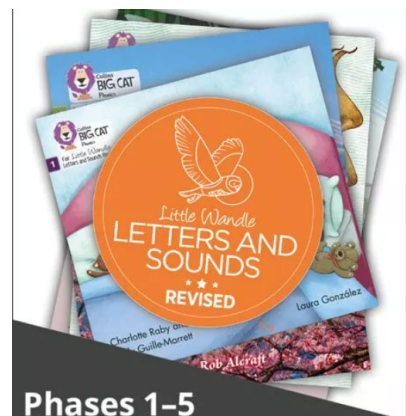
#### *Comments from the SIP's visit to classes in Feb 22 included the following in most lessons:*

- *Pupils (especially younger) moving rapidly on to tasks as a result of the teacher exposition ensuring that they were well equipped and sufficiently confident.*
- *Pupils sustain concentration in independent activities and commit to completing their work*
- *The atmosphere in classes is conversational but purposeful*
- *Pupils enjoy their class work and are happy to discuss their learning*

## English

We have taken the recommendations of the Reading Framework and ensured that these are in place across the school, for example book corners have been carefully thought out, and approaches to handwriting have been implemented. A key development has been the focus on storytimes and poetry across the whole school, with every class choosing texts which specifically encourage high level vocabulary.

The phonics scheme, Little Wandle, was introduced in December after careful trialling and we are very pleased with its impact; introducing phonemes earlier than before, providing higher challenge and linking closely to high quality texts.



## **EYFS (Early Years Foundation Stage)**

### ***What we did well:***

Little Wandle phonics replaced our existing scheme of learning which had delivered strong results over several years, however teachers are pleased with the pace and challenge it offers and feel that it has raised standards even further. This programme has been very successful, with children feeling confident about, and wanting to, read. Pupils who may achieve lower in other areas, are still performing well in Reading. The staff have also incorporated other initiatives, such as "Lift off to Language" and, more recently, "Squiggle Me into a Writer", improving motor skills which are essential to writing. The Reading Framework has helped revise some habits, such as a move from carpet to table when writing. Children are now writing in exercise books with pencils whilst sitting at a table, rather than using pens and wipe-on, wipe-off boards whilst sitting on the carpet. This helps develop better writing poses and more finely formed letter characters.

The topic Superheroes, in particular, inspired children to want to write, with amazing Reward posters about The Evil Pea created by even the least-confident pupils. Poetry and story time have also been important, daily features, with the purpose of the children being immersed in high quality vocabulary from the earliest point in their education.

The children in pre-school have continued to have their own daily sessions aimed at developing fine motor skills, phonic knowledge, story recall, and speaking and listening skills. This has ensured that they all have a solid foundation with which to start reception.

## **Key Stage 1**

### ***What we did well:***

As a result of the lockdown experiences of our children, there has been a wide span of ability within the classes this year, notably in Year 1. Due to specific interventions throughout the year, the children have all made tremendous progress including those who did not quite reach the expected level in reading and writing. The phonics work has been strong, with the introduction of Little Wandle in December for Year 1. Teachers feel the Little Wandle books are interesting, challenging and relevant and we have invested significantly so that there are enough reading books to match the phonics lessons and children's abilities.

In Year 1, poetry was specifically chosen to ensure the children are exposed to the best of the English language. Nonsense poems (The Ning, Nang, Nong) explored rhyme and sound. Traditional poems, such as "The House that Jack Built", and finger rhymes "Here is the church" provided high quality discussion of phrases such as "all forlorn", and unfamiliar words such as "steeple, maid". Singing rhymes such as "Oranges and Lemons" provided opportunities for children to hear how life lessons were taught in the past, with this example linked to debt and money management.

In Year 2 the children particularly enjoyed writing recounts, and sequencing their writing in chronological order, using time connectives at the start of each new event. A day trip to the Forest Centre provided the ideal opportunity for the children to create an extended piece of writing explaining the different activities carried out throughout the day, with the opportunity to include precise vocabulary (such as swish the nets, and nature's palette).

## **Key stage 2**

In Year 3, performance poetry has been very successful and has helped the children develop better expression in their reading, as well as expressive body language. They enjoyed identifying features of poetry and comparing poems. They learnt that poetry doesn't have to rhyme and this had been a significant misconception. Normally this would have been covered in KS1, but due to lockdowns and a heavy focus on catch up in the Herts for Learning Scheme of Work, poetry had not received the full focus we would normally have given it. The children's ability to learn poems has definitely improved over the academic year. In fiction, the dialogues and plays unit was significantly adapted and worked well, resulting in great playscripts for a traditional tale. In non-fiction the children learnt the difference between formal and informal letters and used this to good effect when writing letters to the Queen recounting their experiences at the Forest Centre (an activity combining key elements of writing for a purpose, formal letter writing and recount).

Year 4 have really enjoyed tackling poetry this year using picture stimulus to capture their imagination and writing a variety of different poem formats. Their work on Kennings was particularly effective, and demonstrated the positive impact of storytime (end of the day) in making available a greater range of vocabulary. The children have worked hard to expand their ideas within paragraphs in extended writing and use many different grammar constructs to help them. Their letter writing to the Queen showed great progression of skills from year 3.


### Area for improvement

- In all year groups, Hamilton Trust Scheme of Work has required significant adaptation to provide the learning opportunities teachers have wanted. Next year, The Write Stuff will be the scheme adopted.
- Guided reading as set out in the Little Wandle scheme of work has been hard to implement this year, due to the complexity of the programme and the time required. The scheme currently asks for 3 sessions a week for each group of pupils. In other schools this has meant the teacher is out of class for long periods of time. Next year, EYFS and KS1 will look at ways to make this manageable and achievable without negatively impacting other areas.

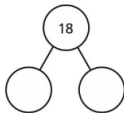
## Mathematics

**Related facts**

1 Look at the picture.



Complete the part-whole model and fact family.



Can you write each number sentence a different way?

$\square + \square = 18$   
 $\square + \square = 18$   
 $18 - \square = \square$   
 $18 - \square = \square$

This year the school introduced a new scheme of work, White Rose mathematics, together with workbooks and a full range of manipulative objects in each class. This represented a significant financial investment, with the aim of ensuring a unified approach over time across the whole school. Teachers were particularly impressed with the structure of learning, where questioning is varied and involves strong overlearning (e.g. the same lesson could use part-whole models, greater and less than, bar models and number tracks)

### What we did well:

EYFS have studied number concepts in greater depth than in previous years, with lessons providing a variety of opportunities for pupils to develop their understanding of number, shape, measure and spatial thinking. For example, the counting principles





used in the scheme develop the knowledge that children should count every object only once and that objects can be counted in any order, without affecting the total. Moreover children also learnt that anything can be counted (including sounds and movement, such as claps and jumps). The children have built a strong foundation of understanding of the numbers to 10, which will stand them in good stead for the maths that follows. Even pupils who were confident with numbers to 5, have still been encouraged to explore concepts more deeply and to explain their mathematical thinking and reasoning.

In both Key Stage 1 and 2, the use of workbooks and supporting teaching aids ensures consistency and continuity. Pupils are positive about the workbooks, and the lesson structure, where a new concept is tried, marked together, and misconceptions addressed, prior to pupils continuing with further questions.


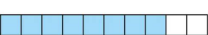
Pupils have benefited from learning a wider range of calculation strategies, with the variety of different visual representations particularly benefitting less able pupils (e.g. tens frames, part-whole

**Tenths as decimals**

1 Complete the table.

Representation	Words	Fraction	Decimal
	1 tenth		0.1
		$\frac{7}{10}$	
			0.3
	5 tenths		

2 Match each bar model to the equivalent decimal.

 0.8  
 0.6

models, number shapes, number tracks and bar models). Once taught, these representations can be adapted for different calculations within the year's learning (e.g. part-whole model or cherry model can be used for adding, subtracting and number bonds) and used again as the child progresses through school (e.g in division, fractions and decimals).

Learning Support Assistants now take a small group during lesson input and use their own set of visuals to support learning further and expand on misconceptions away from the main carpet. This means that less able pupils who previously may have been reluctant to join in on the carpet, are now confidently answering questions in the small group. Moreover, the interactions do not impact on the pace of learning in either group.

The use of classroom based chrome books in Year 4 has enabled a daily times tables focus using Times Tables Rock Star. A prominent leader board display in the corridor has also encouraged other children in KS1 and KS2 to take part. This has ensured a strong focus on times tables in readiness for the Year 4 Multiplication Test.

#### ***Areas for improvement:***

- The new scheme of work aims to make progression even clearer, including more direct revisiting of previous years' work to close gaps caused by the pandemic and to align even more closer with the DFE's ready-to-progress criteria.
- Using the updated scheme of work, teachers should continue to implement adaptations as needed to reflect their cohort's needs.
- Look at girls' attainment and engagement to understand more about the boy /girl gap

## **Attainment and Progress in English and Maths**

### **EYFS**

**Attainment.** There were 13 pupils in the cohort, consisting of 8 boys, 5 girls, with 1 SEN. One male pupil joined in the Summer term. Just under half of the cohort were summer born. There were no PPG pupils.

The proportion of children achieving a **Good Level of Development in 2021 was 77% (10/13)**, which is in line with the school's 3 year average outcome (74%) and above the most recent National Average for 2018 (72%), Local Authority average (73%) and the school cluster average (75%).

**Attainment overall was 34 APS**, which is in line with the school's 3 year average outcome (33.4) and the most recent National and Local Average (34.6), whilst slightly lower than the school cluster average (35.9).

These are strong outcomes post-pandemic.

Outcomes for all pupils in the key areas of literacy and mathematics are positive with **reading (75%), writing (75%), maths (83%)**

A higher proportion of boys than girls achieved a GLD (m = 88%; f = 60%), with a higher APS (m = 33.5%; f = 31.6%) .

We are confident that our focus on securing positive emotional well- being, and teaching our children how to manage their feelings and behaviour, are key factors in helping our children to do well.

**Progress** On entry to Reception, only **50%** of pupils (6/12) were at age-related expectation in key areas such as **reading and writing**. The baseline was higher **maths (75%)**. By the end of Reception this had risen significantly, with (10/13) **77%** achieving " Expected" attainment in **Reading and Writing**, and **85% (11/13) in Maths**, showing very strong progress from the children's starting points.

### **KS1**

#### **Phonics outcomes – Year 1**

This was a cohort of 24 pupils, with a fairly even gender ratio (13 boys, 11 girls). There were 2 disadvantaged pupils. 6 pupils had SEND (which is 25% of the cohort).

**62.5% of pupils met the expected standard in the year 1 phonics** screening check in 2021, with an average score of 30.8 / 40 marks.

**25% of the cohort scored 37/ 40 marks or more.** Both PP achieved the expected standard.

### **Attainment – Year 2:**

This was a cohort of 12 pupils (4 boys and 8 girls). There was 1 PP pupil, and 1 pupil with SEND. 1 pupil with very low prior attainment joined mid year. Outcomes overall were strong, post pandemic, and look on track to meet previous school attainment scores next year.

**In reading and maths, 10 (83%)% of pupils met the expected standard or above, with 33% working at greater depth. In writing, 66% of pupils met the expected standard or above, with 25% working at greater depth.** In writing, the focus for next year will be securing a greater confidence in the accurate use of grammar or spelling for these children.

Girls attained above boys in reading and writing, however in maths boys scored more highly with 100% meeting the expected standard, of which 75% were at greater depth. **1 disadvantaged pupil (100%) met the expected standard in maths**, though did not do so in reading or writing. Two pupils re-took the phonics screening check at the end of Year 2 with both meeting the expected standard. This showed remarkable progress for one pupil, who had joined the year group with little phonic awareness previously. This gives a cumulative total of **100% of Year 2 pupils achieving the expected standard in phonics.**

**Progress** Progress was strong following the pandemic. Whilst it is no longer possible to compare with EYFS starting point, due to lockdowns, we can look at progress from baseline on entry into Year 2.

Subject	Baseline on entry to Year 2	Attainment at end of year 2
Reading	42% ARE	10 (83%) ARE and above ; 33% above
Writing	36% ARE	8 (67%) ARE and above; 25% above
Maths	57% ARE	10 (83%) ARE and above; 33% above

### **Year 4**

**Attainment:** This was a cohort of 19 pupils (12 boys and 7 girls). There were 2 PP pupils. Three pupils in total have SEND.

**In reading, 89% of pupils met the expected standard or above by the end of Year 4, with 37% working at greater depth. In writing, 84% of pupils met the expected standard or above, with 16% working at greater depth. In maths 84% of pupils met the expected standard or above, with 26% working at greater depth.** Attainment by gender was in favour of boys at the expected standard in reading, writing and maths. **100% of disadvantaged pupils met the expected standard in reading, writing and maths.**

**The times tables test was administered in June with an average score of 19.**

**Progress:** Progress was strong following the pandemic. Whilst it is no longer possible to compare with Year 2 outcomes, due to lockdowns, we can look at progress from baseline on entry into Year 4.

Subject	Baseline on entry to Year 4	Attainment at end of year 4
Reading	60% ARE	17 (89%) ARE and above ; 37% above
Writing	50% ARE	16 (84%) ARE and above; 16% above
Maths	60% ARE	16 (84%) ARE and above; 26% above

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# Foundation subjects

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## SCIENCE

### ***What we did well:***

This year, children were offered a Science Club as an afterschool activity. The club was aimed at KS1 pupils, with pupil premium and SEN encouraged to attend. The children particularly enjoyed developing their investigation skills by catching and observing minibeasts. The whole school visit to the Forest Centre, Marston (run over 2 days) provided a wealth of strong science links for all the children, with a range of activities including pond dipping and nature's palette. This opportunity provided exceptional hands-on experiences for pupils who may not otherwise visit such centres, and brought classroom learning to life with the chance to examine living creatures such as newts, leeches and water boatmen.

In EYFS, key experiences have been watching butterflies emerge from chrysalis, and being able to compare this life cycle with the chicks in both Year 1 and Year 4 classes (the Living Eggs experience). Pupils have also enjoyed the seasonal walks around the grounds, where they have spotted the signs of Autumn, Spring and Summer.

KS1 pupils particularly enjoyed learning about animals, their habitats and life processes in the Summer Term. On their trip to the Forest Centre the children investigated which living things could be found in different habitats. Back at school we discussed how we know that something is living, dead or has never been alive. The children enjoyed making 3D pictures of different world habitats and discussing how plants and animals adapt to their surroundings.

The children in KS2 have particularly enjoyed learning about the properties of materials, recalling previous knowledge from KS1 about different materials, and they also discovered three different ways that rocks can be formed. They were palaeontologists for the afternoon, investigating and discovering many rocks. Each class explored how to conduct an acid and hardness test. They then enjoyed an investigatory walk to discover the local rocks in their own village. We linked the facts about the palaeontologist Mary Anning to their English topic, and the children were amazed at the virtual tour of her life in Lyme Regis. The children were inspired by the way that fossils are created, many linking this knowledge to what they learned about the remains in Pompeii. They also enjoyed exploring forces and magnets through investigation and experimentation.

### ***Areas for improvement:***

We have found that the Hamilton Science planning is so detailed and complex that we struggle to complete each activity within the lesson time frame and must decide what are the key areas which cover the learning objective. The scheme is also paper heavy and requires a huge quantity of resources. Next year we will also be looking at teaching this with less time-consuming resources and printing of documents.

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## Computing

### ***What we did well:***

In the Early Years children have been familiarising themselves with Purple Mash in each of their topics using the iPads. They have used paint apps, programming and word processing apps and have even had fun with a music app. They enjoyed taking pictures in their superhero topic.

In KS1, the children have had good success with the coding units. This is because the teachers are really confident about teaching coding and Purple Mash has a strong scheme that builds gradually on

the knowledge that children have gained since Early Years. In year 1 the Maze builders unit saw children using basic algorithms to navigate a maze and in Year 2 the children created a quiz using different styles of questions in the unit on presenting information.

In KS2, the children have also had good success with the coding units. This is also because the teachers are really confident about teaching coding and Purple Mash has a strong scheme that builds gradually on the knowledge that children have gained since Early Years. Year 3 were inspired by the Email unit. They enjoyed emailing each other and the teacher and recognised when an email was phishing for information and how to deal with spam emails without putting their information at risk. Year 4 enjoyed the making music unit, looking at how music can be manipulated to create different moods.

***Areas for improvement:***

- Early Years need clearer planning that isn't provided by Purple Mash.
- Using Purple Mash as homework tasks.
- Ensure teachers are setting 2dos for lesson tasks to ensure work is saved.

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## History

***What we did well:***

In history in Early Years the children began to explore chronology when exploring changes over the years (baby, child, adult, elderly). They enjoyed bringing in pictures of themselves to add a personal touch to their learning alongside allowing this to build on year 1 when they learn about key dates over a time period and begin to understand the difference between years and decades.

In KS1 the seaside workshop brought the topic to life. The children experienced first hand the impact the invention of the steam train had and why seaside holidays were so popular in Victorian times. The sticky knowledge they took from that session was portrayed in their work and discussions took place over the next few weeks. This unit allowed KS1 to understand the differences between 100 and 200 years ago, which will then help when they enter KS2 and explore civilisations further back in time.

In KS2, when learning about the Romans, they learnt about timelines and how archaeological finds have helped us understand more about how life was for the Romans. Using library services to provide artefacts brought the topic to life and children were able to handle primary resources to find out about life 2500 years ago.

***Areas for improvement:***

Improvements for next year will be to book workshops well in advance in preparation for the topics next year and to continue with the School Library Service to ensure appropriate texts are ordered to coincide with the topics. The subject lead will monitor mindmaps and ensure they are more rigorously used. They will also have enquired into some training sessions in the new academic year to strengthen teachers' subject knowledge about the periods of history they are teaching.

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## Geography

***What we did well:***

EYFS: Children have explored the different features of a farm such as barn, stables, etc. and compared different types of farms, including farming in other countries e.g. coffee farms. They have also learnt how food is transported across the world. They also discussed environmental and weather changes.



In KS1 children have learned Geography through their Topic, Let's Go on Safari by focussing on Kenya. They have located Africa on a world map and studied the weather and climate of Kenya. They have identified different land features of Kenya and investigated some of the animals found there in detail. They have also learnt about the people of Kenya such as the Massai and compared their lives to that of people living in the UK.

In KS2, children have learnt about India by focussing on its location in Asia and learning about its mountain ranges, rivers, major cities and culture. They have explored Indian Bollywood dancing through a workshop that was arranged for them. Every Friday, the children have had the opportunity to explore Indian outfits, jewellery, spices and even Indian food. The dance workshop and sessions with Mrs Roy enabled the children to explore various aspects of Indian culture closely and so increase pupils' understanding and retention of knowledge through hands-on experiences.

The planning and resources provided by PlanBee has been very helpful in delivering the lessons and ensuring consistency of approach.

***Areas for improvement:***

- We need to look ahead and book trips and excursions beforehand.
  - Look at human resources i.e. parents/visitors etc who can share experiences and make learning more exciting and relevant.
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## Art

***What we did well:***

In EYFS the children loved making Winter Collages during their Winter Wonderland topic. They used different materials including rice and cotton wool to make their pictures have a variety of textures.

In KS1 the topic of Houses and Homes led the children to thinking about shapes and patterns in buildings. They carried out rubbings of different textures and surfaces around the school and the unit finished with the children creating a groove of a pattern on a polystyrene tile that they used to print repeated patterns onto paper using printing ink and rollers.

In KS2 the year began with a topic about The Romans and so naturally the art was focused on mosaics. The children learned about the way mosaics are produced and how they can be found in different cultures and over different time periods. They produced their own mosaic pictures using paint.

***Areas for improvement:***

All three of the art units in KS2 have had a pattern related theme or included pattern at some point. Next time we would like to include more opportunities for printing, building on from the experiences in KS1, and also include some opportunities to use textiles, possibly as part of a printing unit.

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## D&T

***What we did well:***

As part of the topic about Superheroes, the children in EYFS made some fantastic models out of junk materials. After reading the book called Supertato, the children made traps to catch the 'Evil Pea'.

In KS1 we started the year with a food related unit about designing and making a fruit salad. The children evaluated some examples bought from shops and tasted various fruits before choosing what they would include in their own design. They practised chopping playdough, and then made and ate their own fruit salad.



In KS2 the children loved the unit called 'Money Containers'. This involved designing and making a purse that could hang from a belt, and linked to the topic of Anglo Saxons. The children improved their ability to sew and were inspired to do more sewing at home, as well as being keen to join the after school sewing club with Mrs. Davis.

**Areas for improvement:**

- KS2 would like to include more food from other countries when they next do their unit about making sandwiches.
  - KS1 found that only one lesson in a 6-week plan was designated to making, and this was not always enough time. Ensure children have two lessons to make complicated designs such as playground equipment or moving mechanisms for a page in a book.
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## Music

**What we did well:**

In music, Early Years have had an external music teacher during the summer term to teach the children how to look after and play different instruments. This team-teaching, with the class teacher, has allowed an exploration of instruments and sounds. This has provided Reception with the basic understanding of how to play untuned percussion instruments and given opportunities to learn some of the instrument names.

In KS1 children have been focusing on pulse. This is a key skill they missed out during the pandemic and subsequent Covid catch-up, where music lesson time was reduced following Government guidance (with the focus on Core Subjects). Since the music resources have been re-organised and audited, we can have access to a wide range of musical instruments which are being used regularly in lessons.

KS2 enjoyed learning to sing "Call and Response" songs and learning how to accompany them with untuned musical instruments. They have also learnt how to use their voices expressively and rhythmically to recite a poem. They then created a structured performance of the poem with musical interludes and with emphasis on the final words. In the unit 'Amazing Egyptians' they explored 20th century minimalist music inspired by the age of Akhenaten. They arranged and performed a layered pyramid structure.

**Areas for improvement:**

Improvements for next year will be to invest in a scheme called 'Charanga' which enables children to understand musical concepts through a repetition-based approach to learning. This is crucial as children have missed so much during lockdown. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. They also offer more current songs that children will be more engaged with and relevant for their age! I am also sending out a questionnaire to parents to encourage children to learn an instrument and will be working with Central Beds Inspiring Music team to see what they can offer.

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## PE (Physical Education)

**What we did well:**

In the Early Years children have been working on their agility, balance and coordination in many different ways. The children enjoyed using balls of all sizes and learned lots of different ways of travelling.

In KS1, the children enjoyed learning tennis in the Spring term and have started to master sending and receiving the ball. Athletics has been particularly successful this year with children learning how to run correctly.

In KS2, the Autumn term saw children learning the rules and techniques of Tag Rugby (a challenging sport to learn). In the Spring, netball was taught using our new equipment and the children enjoyed playing the game and learning the rules (tricky footwork included). In the Summer the children were successful in furthering the Athletic techniques that they had learned in KS1.

Sports Day was a success this year with everything running smoothly and a new format being created, including a simplified scoring system.

***Areas for improvement:***

- We have had Premier Coaching staff that are new to the profession this year and the standard of their coaching and behaviour management has not been as strong as we would have liked.
- We need to source some better planning for all of our school delivered lessons. This year we used the planning for badminton from the national badminton association and that worked well.
- Teachers who have had CPD support get the chance to practice what they have learned.

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## **PSHE (Personal, Social, Health and Economics)**

***What we did well:***

This is the first full year of implementing the PSHE curriculum post- pandemic, and therefore our first opportunity to fully understand how the children interact with each other and approach the discussion-based model of each unit.

The Scheme of Work provides continuity of learning experience and ensures full coverage of learning areas. We have moved away from a model of input and worksheet, to focus on discussion and notes summarising individual learning. The aim of this is to ensure that children are getting the most out of the lessons, rather than cutting / colouring / making a poster.

In EYFS the learning has been covered through topics, and might be linked to books and book characters, for example. The topic of Superheroes gave the springboard for recognising “People who help us”, as well as “Our own Superpowers”, promoting children’s awareness of safe adults, and building up their own self-esteem.

In KS1 the unit on “Positive learners” provided a strong start to the academic year, strengthening pupils’ attitudes to themselves and their learning. “Happy Healthy Food” unpicked the misconception that sweet foods are “banned”, and instead explained that they can be eaten in moderation. This learning is particularly useful post-pandemic, and links with our school focus on healthy teeth.

In KS2 the unit on Money matters, “Priorities”, was particularly relevant in a climate of rising costs of living. Children were able to understand how their parents and carers are facing difficult decisions every day.

***Areas for improvement:***

The resources (powerpoints) provided are extremely long and need significant adaptations by teachers.

- Continue to make strategic decisions to cut back material, ensuring learning is closely linked to the learning objective.
- Rethink units which children found particularly challenging to engage with (e.g. KS1 - Living in the Wider World - Britain)

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## **RE (Religious Education)**

***What we did well:***

In Early Years RE is not taught as a separate subject but entwined within their foundation learning. They have been learning that not everyone believes in the same thing but know that's ok too. Some can say who Jesus was to Christians.

In KS1 the children have learnt about the Islamic faith for a whole term. They discovered that Muslims worship one God, the 99 names of Allah and the importance of Mohammad to them. The children could recall specific facts about the faith and they did a virtual tour of a mosque, which links into KS2 teachings which compare different faiths.

In KS2 the children learnt about 'The Holy Trinity' which linked to their previous knowledge about Jesus and how Christians express their faith. They have developed a deeper understanding of the impact and importance of the Holy Trinity to Christians. Many children have been able to connect what they have learnt about the Christian faith to their own feelings, opinions and beliefs for themselves.

***Areas for Improvement:***

- EYFS– to bring faiths more alive and visual for the children, (e.g. a visitor who could explain what their faith means to them and the children could ask questions too)
- KS1- Visiting places of worship like the Faith Tour in Bedford, which would bring the subject more alive, by visually seeing the places of worship and their artefacts. Organising a faith leader to come and visit the children would be a positive step as they could ask questions they might have about that faith. Visiting local places of worship like the church would also support the children's learning.
- KS2 – to go on a Christian Faith day where the teaching of the Holy Spirit is illustrated by Christian leaders. As religion is weaved into the fabric of our society and has been for many centuries, the children could gain a greater appreciation and perception of the Holy Trinity.

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## **MFL (Modern Foreign Languages)**

***What we did well:***

In EYFS French is not taught.

In KS1 they have built awareness by answering the register in French.

In KS2 the children have learnt to say their name, how they are feeling, their age, where they live, their favourite colour and number, the colours, animal names, days of the week and counting up to 50. The children have learnt to say which sport they like to play too. We have revisited these areas to consolidate throughout the year to help them be more confident with holding a short conversation in French.

***Areas for Improvement:***

- KS1- saying "Hello" and "Goodbye" at the beginning and end of the day and in PSHE when teaching 'all about me' they could learn to say "I am..." in French.
- KS2 – to be able to understand fluently what is being said in a piece of French dialogue.