

## Self-Evaluation 2020/21 Summary

### School Context

- Jubilee Primary School, is situated in Stoke Newington in the North of Hackney, East London, in a unique and diverse community.
- There is a diverse social and economic mix, with the number of pupils eligible for free school meals higher than the national average.
- A majority (65%) of pupils attending the school are from minority ethnic groups and around half of the pupils (46%) speak English as an additional language.
- The percentage of pupils with SEND (14%) is in line with both Hackney and National figures but the percentage of EHCP children is above Hackney and National averages. (4.6%)
- Special educational needs in the school are mainly due to difficulties with speech, language and communication and Autistic Spectrum Disorder. The number of children on the SEN register with Autistic Spectrum Disorder (28%) is well above Hackney average. (10%)
- Teaching staff, support staff and leadership are all stable, with a number of highly experienced teachers, and SLEs working across the borough.
- The school's provision for the Early Years consists of one Nursery class and two Reception Year classes.
- The school's outdoor environment in a crowded urban area is used by all children and incorporated into the curriculum. Early Years and Year 1 children take part in Forest school sessions.

Pupils on roll	431	
PPG	98	23%
FSM	90	21%
EAL	163	38%
SEN	61	14%
EHCP / SSP	21/40	5%/9%

### The Quality of Education

#### Curriculum design, coverage & appropriateness

- The school has developed three curriculum principles: 'Big Ideas', 'Focus' and 'Space & Pace'. These have been used to ensure that the broad, balanced and engaging curriculum mapping developed both by the school and from commercial schemes of work provide coherent progression in both semantic and procedural knowledge across all age groups. (*curriculum statement, curriculum maps, subject overviews*)
- A topic-based approach links subjects across the curriculum when relevant, creating opportunities for purposeful writing and stimulating creative projects. This is achieved whilst still maintaining and promoting subject distinctiveness. (*Curriculum statement, curriculum maps*)
- Plans are well-structured and set out in a way which builds on prior learning in different contexts, ensures high expectations and supports teacher workload. Opportunities to develop cultural capital and cultural self-esteem are well-integrated into the curriculum. (*trips, wider curriculum events, planning documents, knowledge organisers*)
- A new school priority was established entitled 'Diversity, Race and Racism', with an annual programme of curriculum content covering history, citizenship and PSHE themes being planned methodically. This has been done in conjunction with comprehensive staff training on unconscious bias, systemic racism and approaches to teaching the material in a sensitive and age appropriate way, to ensure the school community is united in being anti-racist. (*staff meetings, flipcharts, letters to parents, knowledge organisers*)

#### **The following areas are a focus to sustain high quality provision:**

- 1) Continue focus on high quality phonics teaching in Reception and KSI through ongoing CPD and tight monitoring
- 2) Maintain continued focus on the lowest 20%, planning strategies to support them in all areas of the curriculum, in partnership with parents
- 3) Continue development of knowledge-rich curriculum, providing teachers with rigorous, well sequenced medium term plans and monitoring implementation closely
- 4) Continue work on 'Diversity, Race and Racism'

#### Curriculum delivery

- A uniform set of 'Conditions for Learning' are introduced and embedded in every year group at the start of the year. This ensures excellent behaviour for learning from pupils, efficient systems in each classroom and alignment across the school. (*CfL document & monitoring*)
- The general pedagogical approach is of clear direct instruction. Teaching observations show that throughout the school, staff provide concise modelling against success criteria. A consistent approach supports children to become more independent learners. Children in reception are introduced to these principles gradually. (*T&L policy, monitoring*)
- Monitoring of teaching and learning shows teachers consistently have high expectations for all pupils including those with SEND, who are included in classroom learning the majority of the time. Learning is made accessible through differentiated teaching and resources. (*pupil progress meetings, PM, monitoring*)
- The majority of children are expected to complete the work set for the whole class, with challenge provided through well-planned extension tasks, 'Red Hot challenges' and 'Super Red Hot Challenges'. (*pupil books, flipcharts*)
- Oracy has been developed systematically across the school; partner talk is conducted according to consistent principles and discussion guidelines ensure all children are able to take part in structured conversations. (*discussion guidelines displays*)
- Vocabulary is taught explicitly using the principles of the Word Aware programme at the start of lessons and revisited throughout the day and week. In English lessons children rehearse vocabulary and sentence types orally before writing and opportunities for performing finished work are built into lessons. (*lesson flipcharts, displays*)
- A large number of automated learning systems have been introduced to the school to support fluency in core subjects, allowing personalised learning, instant feedback and boosting motivation and time efficiency (*Catch up club, certificates*)
- During the school closure periods due to Covid-19, these programmes alongside Google Classroom were effective tools to supporting children's remote learning (*remote learning statement, online records*)
- The school has been accredited with Artsmark Gold in recognition of the creative offer at the school, delivered through specialist music and art teachers, as well as performing opportunities through LAMDA and Disney Musicals in Schools and peripatetic instrumental lessons. (*Artsmark feedback*)
- In addition to a carefully planned and sequenced curriculum, children are taught P.E. by an experienced specialist teacher, and all available facilities are exploited: the indoor hall, 'multi-use games area' (MUGA) outside, and local park for cross country and orienteering. Children in Year 1 also learn tennis weekly, and Year 3 and Year 5 complete a course in swimming. In addition children in year 6 go sailing on a local reservoir. Pupils

also have the opportunity to take part in borough-wide competitions in orienteering, cycling, football, cross country, 'Personal Bests' and a triathlon established by Jubilee which has been growing over the last few years. Some opportunities have been paused due to restrictions during Covid-19 period. (*Sports Premium report, newsletter*)

### Reading

- Phonics using Read Write Inc is taught rigorously from Reception until children have completed the programme in Year 1 or 2. Half-termly assessments track progress and allow for regular movement of groups to ensure children are always being challenged and enabled to move on. The lowest 20% receive high quality 1:1 tutoring daily to support them to make accelerated progress. (*Evaluated School Priorities, English Hub Action Plans*)
- Phonics is complemented with high quality texts in story times and by using a text-based approach to writing throughout the school, where children are exposed to a range of high quality, usually topic-linked texts. (*Curriculum Map, planning, monitoring*)
- When children complete the phonics programme they move on to Destination Reader. This builds fluency, vocabulary and comprehension skills with all children reading the same book together, supported by partners and the class teacher. (*flipcharts, pupil books*)
- A love of reading is promoted in the school through Destination Reader, timetabled story times in every year group, 'reading challenge' book sets in each KS2 year group, book clubs throughout KS2 and celebrations of 'Word Millionaires' from the Accelerated Reader programme. (*timetables, displays, assemblies*)

### Writing

- Oracy is developed explicitly throughout the school with structured discussions and to support writing. Talk for Writing KS1 is used in Key Stage 1, discussion guidelines and sentence stems support in Key Stage 2, Years 3 and 4 work with a LAMDA coach, and Word Aware is used throughout the school for vocabulary development (*planning, observations*)
- Quality texts, linked to topics where appropriate, provide rich and stimulating writing opportunities. (*curriculum map, monitoring, books*)
- Children's writing is developed and scaffolded with the use of 'Alan Peat Sentence types', which are codified, linked carefully to a range of text types, and revisited as children move through the school (*planning, books*)

### Maths

- A systematic transition to the White Rose Schemes of Learning over the last 2 years, supported by high quality CPD, additional resources and close monitoring, has created a consistent approach to number and calculation from Early Years onwards. Securing number sense and calculation fluency are part of daily practice, in lessons and through automated learning. (*calculation policy, flipcharts, pupil books*)
- Observations and monitoring show teachers are making good use of blocking topics, creating opportunities for consolidation of key procedural knowledge and allowing for carefully sequenced progression to support children to achieve mastery. Outcomes at the end of each key stage demonstrate strong progress and achievement at the end of KS2 is significantly above national averages. (*monitoring, assessment data*)

### Feedback and Assessment

- The school has a live feedback and marking policy. Children understand what they need to do to improve, with teachers using simple marking codes and highlighter pens. Post-lesson feedback is provided to some pupils during weekly 'focus pupil time', when teachers are released from class by phase leaders to support children who need pre- or post-teaching of key concepts. (*pupil books, pupil conferencing*)
- Regular assessment for learning is built into lesson structures, with teachers performing checks for understanding using a range of strategies after modelling and guided practice. (*planning, observations*)
- Three data points and the use of online assessment trackers feed into pupil progress meetings where current and future provision for pupils is discussed between phase leaders, class teachers and SENCo where appropriate. Additional catch-up support for pupils who need it is put in place and reviewed. (*pupil progress meeting forms*)
- The school has also led the establishment of moderation events with other local schools: feedback from teachers shows these provide a valuable forum for professional dialogue and make the assessment process more meaningful. (*feedback forms*)

Progress KS1-KS2	2017	2018	2019
Reading	3.29	2.23	4.82
Writing	1.42	0.54	1.77
Maths	3.77	1.99	3.23

Standards	2017	2018	2019
EYFS	68	78	70
Phonics	93	79	88
KS1 EXS R-W-M	81 – 76 – 81	78 – 86 – 81	74 – 70 – 75
KS1 GDS R-W-M	25 – 22 – 24	29 – 22 – 26	26 – 19 – 28
KS1 RWM EXS – GDS	73 – 16	69 – 19	67 – 13
KS2 EXS R-W-M-GSP	89 – 88 – 91 – 91	80 – 86 – 88 – 88	84 – 91 – 91 – 89
KS2 GDS R-W-M-GSP	23 – 20 – 29 – 48	46 – 23 – 34 – 54	58 – 26 – 49 – 67
KS2 RWM EXS – GDS	84 – 7	75 – 18	84 – 19

### Results

- There were no end of key stage results for 2019/20.

### Behaviour and Attitudes

- Jubilee's school values of 'Respect', 'Excellence' and 'Friendship' weave through every aspect of the school life. They underpin the school's positive culture and children are able to explain the values and give examples of how they contribute to daily life in school. (*displays, certificates, assemblies*)
- The school's excellent behaviour for learning and high academic achievement spring from our values. The school's positive behaviour policy has a heavy focus on praise and positive reinforcement. High expectations and clear boundaries ensure excellent behaviour- if a child does have a consequence there will always be a conversation about which value(s) were not adhered to and how to improve. (*behaviour policy, parent leaflets, behaviour records*)
- For pupils who require additional support with their behaviour, clear systems are in place to ensure they get the provision they need. Individual Behaviour Plans are created by class teachers and phase leaders and reviewed to track the impact of personalised targets. A dedicated teaching assistant for behaviour works dynamically across the school with a range of pupils and when necessary intensive focused year group support to ensure learning and limit disruption, with a learning mentor available for additional pastoral support. (*behaviour records*)
- Breakfast club and after school clubs are run by staff who know the children well. Places are provided for PPG families, which helps with morning

transitions and readiness for learning. (*club records*)

- There are strong communication channels between home and school and where appropriate, the school helps families to access external support. These methods of support have enabled individual children to make excellent improvements in their behaviour over time. (*pupil records*)
- The school has a robust anti-bullying and behaviour policy and children have a good understanding of what bullying is and how they can help by reporting if they see it happening. Learning about it is embedded into the PSHE curriculum in every year group and it has also been addressed in assemblies which have been rated as highly effective by teachers. (*anti-bullying policy*)
- Behaviour logs show incidents of bullying are unusual and are dealt with robustly- the school has set procedures as part of the behaviour policy which are followed closely if an incidence of bullying occurs. (*serious incident log*)
- Many opportunities have been created to regularly celebrate and reinforce children exemplifying the school values. Principally through awarding dojos in class using the 'dojo' web platform which children are highly motivated by. (*school dojo profile*)
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. Pupils have a good understanding of how to keep safe and they report that they feel safe in the school. (*surveys*)
- Regular certificates are awarded to celebrate pupils' positive attitudes to learning and citizenship, including throughout the school closure in virtual assemblies. Certificates are presented for reach milestones on automated learning platforms. (*assemblies*)
- In addition, at the end of the year, two children in each year group are nominated for the 'Spirit of Jubilee Award', presented in a special ceremony with parents, for being a model pupil who lights up their class.
- Effective systems for monitoring and reporting pupil absences are embedded, including regular consultation with the Attendance Officer for the local authority. This is complemented by an award in weekly assemblies to the class with the highest attendance. (*pupil monitoring meetings, assemblies*)
- The school have been supporting pupils who have not attended due to concerns around Covid-19 by contacting families regularly and where appropriate provide online teaching and activities.
- There are well-embedded systems of pastoral support. Vulnerable pupils are tracked closely and strategies for support are planned collectively through regular communication between safeguarding leads, learning mentor, behaviour TA and SLT in fortnightly pupil monitoring meetings. (*pupil monitoring minutes*)
- A full time learning mentor supports pupils with a range of pastoral needs, with any staff member able to make a referral. Cases are picked up and responded to rapidly. (*learning mentor caseload records*)
- Some vulnerable pupils in Year 6 have nominated 'Champions'- adults in the school assigned to give them tailored pastoral support depending on their needs; learning, wellbeing, support with attendance. (*pupil monitoring minutes*)

**The following areas are a focus to sustain high quality provision:**

- 1) Embed updates to school behaviour policy, providing training and ongoing support for staff and reaffirming a culture of high expectations and positive reinforcement
- 2) Continue with systems to maintain high attendance, monitoring and picking up on persistent poor attendance
- 3) Retain successful elements of Covid-era playground arrangements moving forwards

**Personal development**

- The school prioritises PSHE in the curriculum, and uses a mindful approach to the subject, adapting the Jigsaw scheme of work to the needs of pupils. (*books, curriculum maps*)
- Healthy Lifestyles are promoted in the Science Curriculum, during PE sessions and in the Jigsaw PHSE Scheme of Work. (*Curriculum overviews*)
- Mental Health and Wellbeing have been a priority following the periods of closure during the pandemic. The local WAHMS team have run consultations for staff and parents, as well as sessions on self-care for pupils. Meaningful opportunities for pupils to reconnect with staff and peers were planned into the school day when school reopened fully. (*School priority action plan*)
- Children are encouraged to become responsible citizens in many ways. Fundamental British Values are embedded in the curriculum and develop pupils' understanding of respect and tolerance. (*displays, PSHE curriculum*)
- Children are encourage to take responsibility and represent themselves and others. There are many opportunities including: school council, playground friends, peer mentors and prefects,
- Every child enjoys regular gardening sessions in the school vegetable garden, learning more about food and sustainability issues while there. This did not occur during Covid-19 period. (*annual PTA gardening report*)
- The school organises several trips which aim to broaden pupils' experience and develop pupils' independence and aspiration. Children in Year 5 travel to Kench Hill for a residential experience, and children in Year 6 visit Cambridge University for an aspirational tour and go camping before they leave. These were not able to take place during the Covid-19 period. Pupil and parent feedback on these experiences has been universally positive. (*surveys, photos*)
- Opportunities for pupils to develop resilience and become collaborative team players are provided through many structured group activities and games, sports and creative projects. In the Year 5 Disney project, the whole year group works together, supporting each other in teams with distinct roles, to put together each element of the production with a tight deadline, from set design to choreography. (*programme, photos, recording*)
- Independent learning is fostered through the Catch-up Hub, where children take responsibility for their own progress using automated learning programs, with a staff member on hand for guidance and levels set by their teacher.
- The school achieves highly in sports competitions in the borough every year, and Sports Week gives pupils the opportunity to try sports they have never had a go at before including parkour and rock-climbing. (*sports premium report*)
- A wide range of extra-curricular enrichment activities are offered such as musical instrument lessons, several choirs, karate, fencing, tennis, art, puppet making, drama and Spanish. Many of these were on hold during the Covid-19 period but some, such as musical instrument lessons, continued in year group bubbles and virtually during closure periods. (*extended schools planning*)
- A police cadet programme was introduced for Year 6 pupils to ensure they are well prepared for the transition to secondary school.
- The school continues to work with the highly successful mentoring programme 'Reach Out', supporting pupils' understanding of anti-social behaviour and how best to avoid potentially harmful and damaging situations. Over several years Jubilee has worked in partnership with this programme as it has expanded across London and provided valuable feedback to help it become even more impactful. (*evaluations*)
- The school has well established systems of pastoral support including onsite learning mentor and links with external agencies such as children's social care, WAMHS and CAMHS. (*learning mentor caseload, wellbeing action plan*)

**The following areas are a focus to sustain high quality provision:**

- 1) Work to restore full programme of curriculum enrichment, dependent on Covid restrictions: gardening, trips, visitors, music workshops
- 2) Restore purposeful School Council, with sustainability focus, led by an experienced teacher

## Leadership and management

- The Headteacher and Senior Leadership Team have a clear vision for the school and its pupils which is shared with staff and the wider community and linked to in annual school development priorities. (*Vision, Priorities*)
- Comprehensive action planning linked to school priorities ensures a strategic approach to school development and improving outcomes for all pupils. Both senior and middle leaders are actively engaged in school improvement and have a sense of collective responsibility. (*priorities action plans*)
- Leaders have successfully managed school closures and plans for full re-opening including adjustments to the Autumn term and Spring provision that allowed for a successful transition back for all pupils and staff. (*Covid-19 risk assessment + reopening action plan*)
- An experienced and passionate group of curriculum coordinators have been well-supported to develop and implement a knowledge-rich curriculum. Joint action planning with the SLT curriculum lead, shared development of best practice around monitoring and informal networking on pedagogy all combine to produce effective subject leadership. (*overviews, action plans, monitoring*)
- Staff are encouraged and enabled to share good practice, with middle leaders regularly running CPD sessions in a range of areas and providing bespoke mentoring and coaching where required. Formal and informal support networks have been fostered in the development of high quality phonics provision through the school. Two teachers are also SLEs with a local Teaching School Alliance. (programme not running during Covid-19 period). (*CPD schedule*)
- A programme of purposeful CPD is mapped out each year, linked to the school's priorities for development. Time and support is planned in to ensure new initiatives are embedded successfully. Additional CPD is also provided for individuals where appropriate for development in their own role. (*CPD schedule + records*)
- Staff are consulted regularly, using feedback forms, email surveys and a formal annual staff survey. The results of these surveys have helped to shape various aspects of the school's CPD offer, improvements around workload management, logistical arrangements during the Covid-19 period and some curriculum redesign. In addition, formal working parties have been used to help review the school's marking and feedback and behaviour policies. (*staff survey, WP notes*)
- Performance management systems are supportive but rigorous, with specific, nuanced targets set in collaboration with teachers who are then actively engaged in their own development and achievement of the targets. Progress on targets is evaluated formally in review meetings but also referred to when relevant in observation and work scrutiny feedback. (*PM proformas, observations*)
- The school has begun to use an Instructional Coaching model to provide bespoke support for teachers at all stages of their career to improve their practice. As the programme has been embedded, feedback from teachers has been sought to ensure the model being used is as effective as possible and gains high levels of teacher buy-in. (*WalkThrus records*)
- The wellbeing of staff is considered in many different ways. Workload is always a consideration, evidenced by the review of the marking policy, giving teachers additional time out of class to complete coordinator roles, and using high quality schemes of work to reduce unnecessary creation of resources. Unnecessary meetings are minimised, with parents' meetings, pupil progress meetings, performance management meetings and similar taking place during directed time. (*timetables, CPD schedule*)
- There are high levels of staff retention in both teaching and support staff, with staff reporting that they feel happy to come to work, have positive relationships with their colleagues and feel trusted to do their jobs. (*staff survey*)
- The school has arranged regular visits from a clinical psychologist who offers confidential support to any staff member with a professional or personal wellbeing issue through the WAMHS project. She has also run general training sessions on reflective practice, stress and wellbeing for pupils and for teachers, and on mindfulness. Content has been tailored according to suggestions from staff and feedback has been very positive. (*staff survey*)
- There are positive and respectful relationships between pupils and staff, and between staff and the parent and carer community. Regular and open communication between home and school ensures effective support for pupils' learning and family wellbeing. Leaders have adapted communication protocols during the Covid-19 pandemic, with greater use of video meetings and webinars, phone calls and emails to maintain contact and information exchange. (*surveys, ParentMail records*)
- Jubilee has a strong Governing Board led by a dedicated and enthusiastic Chair. Each governor has a link role focusing on a particular area of the school so that they are well informed about the current school context, meet with relevant coordinators and leaders, and challenge when necessary. The Board has high expectations for outcomes and provision for pupils. Governors have undertaken regular skills audits and self-evaluations; their combined experience reflects a diverse range of skills. Systems of governance hold the school to account highly effectively and have sustained high quality outcomes for pupils over many years. (*governing board minutes, link reports*)
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe. There are regular external audits of the school's safeguarding and Health and Safety systems and an Annual Safeguarding Report to governors. Fortnightly pupil monitoring meetings focused on vulnerable pupils also allow for ongoing safeguarding concerns to be regularly reviewed and updated. (*safeguarding report, pupil monitoring minutes*)

### **The following areas are a focus to sustain high quality provision:**

- 1) Ensure subject coordinators are given time and mentoring to carry out their roles effectively
- 2) Continue to support opportunities for middle leaders to engage externally e.g. SLEs, LA Moderation, English and Maths hubs
- 3) Support transition of new incoming Chair of Governors

## The Effectiveness of Early Years Provision

### **Early Years Curriculum**

- A topic-based approach is used, with a core collection of high quality, diverse texts for Book of the Week format, used as a starting point for learning across curriculum. (*Curriculum Maps*)
- Knowledge-rich curriculum detailed in Knowledge Organisers and weekly News Sheets, to support parents to continue and consolidate learning at home. (*parent communications*)
- P.E. and music specialist teachers lay foundations of subject curricula which pupils develop as they move into KS1. (*subject overviews*)
- The Jigsaw scheme of learning is used to support the teaching of PSED and ensure a sequenced approach to the direct teaching in this area, supporting pupils by creating the foundations to extend this learning into KS1. (*planning, observations*)
- Word Aware's direct instruction format is used to develop children's vocabulary. (*planning, observations*)
- Trips are planned to support learning and develop pupil understanding of the topics (theatre, supermarket, London Zoo), which also help them feel part of the community both locally and in London as a whole. These did not happen during the Covid-19 period.

### **English including phonics**

- Read, Write, Inc. scheme followed closely: Sound of the Week for Nursery; all children in Reception start precise and systematic RWI groups with regular assessment ensuring rapid progression and tailored support. (*Reading lead monitoring*)
- One to one phonics tutoring is provided for target children as identified in assessments.
- Books are valued highly in the classrooms: defined attractive book areas, book displays and time given to reading books to individuals and small groups during the continuous provision. (*displays*)
- All children take a new picture book home daily, to help them create the routine and habits of reading for pleasure. (*observations*)

### Maths

- White Rose Scheme is taught systematically and results in children building solid foundations of number sense through concrete and oral activities. (*observations*)
- The Maths lead has worked with teachers in Reception to support their planning, knowledge and understanding, which has resulted in improved teaching and provision as evidenced by our observations, assessments and outcomes for children. (*planning, monitoring, observations*)

### Targeted Support for lowest 20%

- Children's progress is tracked using a variety of tools (daily observations on Tapestry, phonics RWInc. assessments, language assessments, maths assessments), and a range of targeted interventions provide timely support. (*assessment data*)
- Interventions: NELI programme (6 children), Colourful Semantics groups, Language intervention groups, maths groups, and individual phonics tutoring as well as phonics groups by level. (*monitoring, observations*)

### Environment and wider provision

- Daily timetables provide a balance of direct teaching, teacher-led guided groups, and child-led continuous provision both inside and out. In Reception, the balance of teaching and play changes over the shape of the year, beginning with an emphasis on child-led, free flow play, and culminating in a daily timetable that will support children to transition successfully to Year 1. In Nursery, the introduction of direct teaching times are introduced slowly and adapted to the needs of the cohort. (*timetables, observations*)
- Children have well-planned weekly Forest School sessions on site, with plans in progress to run off-site visits to settings in the woods. (*Forest School progression document, observations*)
- All teachers in Early Years are either trained Forest School Practitioners, or currently in training.

### Parent and Carer engagement

- Families are actively engaged in supporting their children's learning from an early stage, with virtual support workshops provided on phonics and maths, as well as a popular 'maths games library' which runs in early years and KS1 supporting parent and child learning through games at home. (*phonics webinar*)
- Weekly communication is sent to parents and carers detailing the learning each week, which encourages learning to be reinforced at home. Tapestry is used to record observations and evidence for assessment that the parent can view, comment on or add to. (*News Sheets, Tapestry records*)

### The following areas are a focus to sustain high quality provision:

- 1) Develop and enrich the EYFS curriculum, ensuring knowledge taught lays effective foundation for children's learning in Y1 and beyond
- 2) Maintain continued focus on the lowest 20%, planning strategies to support them in all areas of the curriculum, in partnership with parents

### Events:

#### Autumn

- International dress up day to represent home cultures
- Virtual Museum of London workshops for Year 2 and Year 3
- Our Journey – children created video presentations to share with the whole school
- Parents collaboration with Hackney Schools Governing Board 'Belonging' project
- Poetry competition with Argos
- History topic dress up day
- Whole school book project - The Extraordinary Gardener
- Virtual Christmas teachers' talent show
- End of term Art showcase

#### Spring

- Pancake competition during school closure
- Virtual World Book Day storytelling workshops
- Inter-school Times Tables Rockstars competition with Tyssen Primary School

#### Summer

- Year 6 virtual author meet with Polly Ho-Yen
- Sports Days- all KS2 children hosted at Pickett's Lock indoor arena
- Year 6 monologue project with Tower Theatre
- Magic Lantern art history workshops Y1-6
- Year 3 London Symphony Orchestra composition workshop
- 'Yard Sale' jumble trail event in lieu of Summer Fair
- Year 5 Disney production: The Lion King
- Year 6 camping trip to Sussex