



- Opportunities for Spiritual, Moral, Social and Cultural Education
- Opportunities for developing knowledge of Modern Day Britain
- Opportunities for Global Citizenship

Pupil Led Groups	Year	Description and Impact
School Council	Years R-6	Children voting on decisions, to improve the school and address issues they feel strongly about. Children have a positive voice in process of school improvement and represent the school. Help make decisions regarding playtimes, resources, anti-bullying, etc.
Sports Leaders	Years 5 & 6	Sports Councillors, who take part in discussion, promote initiatives, decision making and administration of some sporting events.
Worship Team	Year 3-6	Children take part in leading collective worship. They gain speaking skills and must demonstrate how they plan and develop their messages using video, music and stories.
Eco-School Leaders	Years 1-6	Monitoring of school food waste. Help to think about eco issues around school and how to move towards 'gold' eco award. Have begun helping to develop our new outdoor area alongside the RAFTers.
Digital Leaders	Years 3-6	Children are able to share their skills with computing, promote e-safety and assist with ICT across the school.
House Leaders	Year 5 & 6	Role models of our core values – help organise house competitions. House leaders have organised – Bake Offs, Talent Competitions, sport competitions among other events.
Playground Leaders	Year 5 & 6	Help to lead positive play. Organise games and activities for the younger children.
Librarians	Year 6	Help to run and organise the library. They also lead educational games at lunchtimes. Help promote reading through the #BePhenomenal reader's campaign.
Learning Detectives	Year 5 & 6	A fully trained group of children who observe children's learning across the school. Last year's group were involved in a research project looking at the impact of LD on learning behaviours in year R-Year 4. They have trained this year's group of detectives.

**IMPACT:** Sense of enjoyment and fascination in learning about themselves, other and the world around them. Willingness to reflect on their experiences. Children's ability to recognise the difference between right and wrong. Children's acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different beliefs. Children developing skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Children's growing knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. Pupil's discuss and debate issues in a considered way, showing respect for others' ideas and points of view. Pupils are developing into thoughtful, caring and active citizens in our school and in wider society. (**Evidence:** Pupil Discussions, Learning Reflections, Council Meetings, Minutes)

#### Clubs/Extracurricular

Sport: Street Dance, Football, Netball, Running Club, Tag Rugby, Hockey, Judo, Run Club, Athletics, Tennis, Badminton, Basketball,	Years R-6	Physical skills, confidence with a variety of sport, promotion of Olympic values, sportsmanship, commitment, self- esteem, developing personal qualities, equality. Teach our key learning skills – resilience, perseverance and motivation. Competitions teach – team work, competitive spirit, overall sportsmanship. Wide variety of sports means that most children can find a sport they enjoy.
Games Club	Key Stage 2	Children enjoy learning a wide range of board games from chess to other strategy games.
Music:	Key Stage 1	Children learn to have an appreciation for a wide variety of music. Children

Young Singers Church Choir, Guitar Lessons, Woodwind Lessons, String Lessons.	or 2	are given the opportunity to experience a wide range of music allowing them to find something that interests them. Looking to encourage children to start brass band.
Languages: Spanish Club, French Club	All Year Groups	Children learn about different cultures and places. They develop an appreciation for language and its people.
Energy Kidz After School Club	All Years	Children able to stay at school until 6 – safe wraparound care in school environment (Next Year Breakfast Club to begin).
Dance Festival	Year 5	Children given the opportunity to perform in our Wallingford Partnership Dance Festival.

**IMPACT:** Sense of enjoyment and fascination in learning about themselves, other and the world around them. Willingness to reflect on their experiences. Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. (**Evidence:** Pupil Discussions, Learning Reflections, Pupil Survey)

#### Music Opportunities

Nativity Harvest festival Summer year 5/6 musical production Spring Poetry and Music Evening	Years R-6	Performance opportunities Children gain confidence in performance Children gain confidence in delivering to an audience Children are able to help organise and assemble productions. Promote Oracy in school to help develop confidence in fluency and public speaking.
Termly Church Services and Key Festivals (Harvest, Christmas, Christingle, etc)	Years R-6	Members of local community join school for end of term services. Contributions to link with parish of St Mary Magdalene and teaches children about Christian worship within a Church
Weekly Hymn Practice	All	Children learning to sing songs as part of worship led by our music leader. Children learn how to sing – using voice to express themselves.
Music Teachers: strings, woodwind, etc.	Individuals	Children are able to develop musical skills. Performances collective worship. Children gain confidence in performing in front of an audience
Violins	Year 3	All children in year 3 learn how to play the violin. They learn to appreciate music and how to read music.
Recorders	All	All children learn how to read music through learning how to play the recorder. The school buys into Charanga an online music service that helps support children at home as well.

**IMPACT:** Sense of enjoyment and fascination in learning about themselves, other and the world around them. Willingness to reflect on their experiences. Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. (**Evidence:** Pupil Discussions, Learning Reflections, Pupil Survey)

#### Opportunities to learn about Modern Britain

John Howell MP Visits	ALL	John Howell visits yearly for various reasons – last year visiting to present us with our Parliament flag, or other times to answer questions related to ‘Send My Friend to School’ Impact – children further understand the role of the MP and parliament.
Link with RAF Benson	Year 5 and 6	Continual link with RAF – benefited from MOD funding with some partnership schools to create Remembrance and Reflection Garden and more recently the gardening area. Children are made aware of how the RAF help our country and local area. We attend their CAMO day every year.
Participation in yearly Remembrance Day Service	All	Representatives from all year groups represent the school at St Mary Magdalene laying wreaths at the church. Children become aware of local community members and why it is important to remember those lost in the war and why it is important for British culture and history.
Religious Education	Years R-6	Opportunities through topic or specific units of work, for learning about a variety of cultures, present in modern Britain while being able to compare and contrast with Christianity.
Send My Friend to School	All	All children learn about why some children across the world cannot go to school. Our MP is invited in yearly to discuss and debate the issue with the children. Children become more aware of how our local MP helps with decision making and how to get our messages heard by parliament.
IMPS Training	Year 6	Year 6 children receive life-saving first aid training at John Radcliffe hospital. Supports science and PSHE curriculum. Children confident in helping save

		lives.
Defibrillator Training	ALL	Children have learnt how to use the defibrillator in school if necessary. Helps them to be confident and able to help in emergencies.
Fundraising Work: WWF Children in Need Sport Relief Cancer Trust Style Acre (Local) Masekane GOSH		This year school council voted on raising funds for Masekane as the charity for the year. Children throughout the year ran different events to raise money – Christmas jumper Day – Bake Sales, Free Dress Days. Ensures children demonstrate our core value of Service and understand the importance of charity and helping others.  Most of the funds raised for charity have been given to help fund tickets to bring teachers from Masekane school here to visit Crowmarsh and other local schools to take back best practice.  Class 4 did the Christmas Tree Bauble fundraiser for GOSH
Service Work Harvest Parcels Christmas Chocolates Easter Eggs	ALL	Children demonstrate our value of 'Service' by showing their care in our local community. At harvest children collect food in school and then hand deliver parcels to the senior citizens in our village. Then at Christmas and Easter we do the same. More than 50 packages go out each time. Children can see and talk about the impact that they have on their local community.
Random Acts of Kindness	Year 5 & 6	We have had a focus on Random Acts of Kindness in Collective Worship, with the help of a mum, we carried out two different Random Acts of Kindness in our local towns and videoed the experience. The impact on the whole school community was evident and children, parents and the recipients still talk about this .
Purple Learning Week	All	We focus on 'purple learning' every day, however our week dedicated to this focused on key themes; Our Amazing Brains, I Can Do Maths Day, The Learning Dip, Collaboration and Feedback and Improvements. Impact – a real focus on key aspects of purple learning.
<p><b>IMPACT:</b> Children's interest in exploring and showing respect for different faiths and cultural diversity. Children's ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different faiths, feeling and values. Sense of enjoyment and fascination in learning about themselves, other and the world around them. Willingness to reflect on their experiences. Children's excitement about participating in a variety of community and social setting, including volunteering, cooperating well with other and being able to resolve conflicts effectively. Children's knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values. Pupils love the challenge of learning and are resilient to failure. Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. <b>(Evidence:</b> Pupil survey, Pupil Discussion, Learning Reflections)</p>		
<b>Visitors/ Organisations to Support Learning across the Curriculum</b>		
M&M Pantomime – Alice in Wonderland	ALL	Children have an annual pantomime in school.
Creation Theatre Play in a Day	ALL	Production company came in to help our KS1 and KS2 pupils perform and direct a play in a day for their nativity shows.
Grandparent's Week	ALL	Grandparents invited in for yearly visit to see grandchildren in their school.
Mosaic Madness	ALL	Mosaics designed and created by all the children to depict our core Christian Values and for our RAFTers to design mosaics for their Reflection Garden.
Yearly Explorer Dome	ALL	Science learning supported by dome, showing stars and planets. Adapted for different ages.
Author Visits Eamonn Reilly Debi Evans	All	Children heard from British authors and how they created their stories and characters. Helped children in English and to help them develop their own characters.

		All children heard them talk in assemblies but then year 3, 4 and 5 had them for workshops as well. Impact – inspired children with their writing and gave them ‘purpose’ to write.
Elizabeth Wright	ALL	Paralympian who spoke about failure and resilience. Supported our whole school ethos.
Mark Russell	ALL	From the Being Brilliant Team – Discussed 2%ers and what type of attitude we need. Kicked off our Random Acts of Kindness.
Alim from FixUp Team	ALL	All about attitude and You Are Awesome. Did separate year 5 and 6 workshops afterwards.
Diana Pardoe	ALL	To discuss Purple Learning with the children and the idea of the ‘comfort zone’.
Community Support Officers (Police)	ALL and 5/6	Whole school talks regarding fireworks and general safety. Also delivered talks to year 5 and 6 specifically regarding behaviour and regarding e-safety.
Nurse Visits	Year 5/6	Year 5/6 children benefit from the nurse coming in to discuss puberty with the children. Impact – covers part of the sex/relationship curriculum and children feel in a safe environment and understand key aspects and can ask questions.
RAF Storm Trooper	KS2	Visit to run club to enthuse children and to further understand why he runs and how ‘service’ is modelled by others.
Tim Peake Science Project	KS2	Science speaker in to discuss science with whole of KS2 with additional workshops after.

**IMPACT:** Sense of enjoyment and fascination in learning about themselves, other and the world around them. Willingness to reflect on their experiences. Children’s acceptance and engagement with the fundamental British values of democracy. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Children’s participation in artistic, musical, sporting and cultural activities. Children’s use of imagination and creativity in their learning. **(Evidence:** Prayer Space discussions and response, Pupil Discussion, Learning Reflections)

#### Visits out of School to Support the Curriculum and to Learn about Modern Britain

Millets Farm	Year R	To support curriculum.
Oxford Castle Village Walks	Year 1	To support the curriculum topic To support seasons topic, houses and homes topic, etc.
Museum of London	Year 2	To support curriculum topic of London.
Sulgrave Manor The Living Rainforest Circus Skills in School	Year 3	To support Tudor topic To support topic To support topic and engage writing
Part of NAPE and Keycolab Research	Year 5	We are one of six Oxfordshire schools who are taking part in a research project about the impact of educational visits on learning. Therefore, they have funded four visits – two which took place with Year 4 in the summer term and another two which will take place with the year 5 (same children from Year 4) in the next Autumn term.
Ashmolean Museum Oxfordshire Museum Sutton Courtenay	Year 4	To support the learning about Ancient Egypt To support the learning about Romans To support the learning of habitats
River and Rowing Museum Wallingford Museum and Castle Gardens Youlbury Residential	Year 5	To support the learning about Medieval days. To support local history/geography topic.  To focus on teamwork – orienteering – building confidence
Reading Museum – Victorian Classroom Townlands Hospital – IMPS training Isle of Wight Residential	Year 6	To support Victorian history topic  To teach children basic first aid and CPR – to ensure they are confident when dealing with a medical emergency. A focus on teamwork – learn about the local history of the Isle of Wight.
Creation Theatre Christmas	All Years	Whole school visit to watch Creation Theatre Christmas production.
Creation Theatre Summer	All Years	Whole school visit to watch Alice in Wonderland in the Big Top

**IMPACT:** Sense of enjoyment and fascination in learning about themselves, other and the world around them. Willingness to reflect on their experiences. Children develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain. Children develop an understanding and appreciation of the wide range of

cultural influences that have shaped their own heritage and those of others and of the range of different cultures further afield to prepare them for life in modern Britain. Pupil's use of imagination and creativity in their learning. **(Evidence: Pupil discussions, pupil learning, trip evaluations-Keycolab assessments)**

### Engagement With Parents

Parent Training	ALL	Regular training in Generalist Safeguarding for all parents who come in to volunteer. Ensures that the large majority of parents are trained in safeguarding.
Curriculum Talks and Newsletters	Years 1-6	Three times a year the parents receive a curriculum newsletter that provide them information with their child's learning. Helps to improve communication between parents and home.
Phonics Sessions /Reading at Home with your Children and Higher Order Questioning.	ALL	Session aimed specifically at both key stages (separate sessions) looking at phonics and how to help children at home with their reading – with a focus on higher order questions so that parents understand the type of questioning we are promoting in school.
Home School Agreement	ALL	Establishes expectations for all children, parents, staff and governors. Ensures that we all are working towards the same vision, goals and outcomes.
Transition Sessions for new EYFS children.	Reception	Three settling in sessions for parents so that children and parents are aware of all the school routines ready for September. Ensures that both parents and children are confident for when their children begin in September.
E-Safety Sessions	All years	E-Safety Sessions at least 3 times a year, delivered by a Google Certified and CEOP trained teacher. Helping to inform parents of how to keep children safe online. Parents offered for just parents and also sessions for parents and their children (Year 5 and 6)
Reading Sessions	Separate Year Groups	Parents guided through how to read with their children at home. Helping to support parents in raising children's achievement and enjoyment through reading.
Easter Crafting Morning	ALL	Parents and Children invited in the morning to create Easter crafts – Impact – engagement with parents – communication.
Weekly Newsletters	All Years	Newsletters keep parents updated about what is happening in school, upcoming events, etc.
School Website	All years	All classes update their blog weekly to keep parents informed of what is happening in their class. Headteacher blog to update on 'whole' school events.
End of Year Reports	All	Reports share progress and next steps towards targets. These are discussed at parent Meetings. The end of year reports address overall progress towards achieving/exceeding age related expectations and comment on children's achievements and next steps. There was a whole new format this year to ensure parents have a 'whole overview' of their child regarding attitudes, progress and attainment.
Church Services	All	Children participate in church services and we invite the parents into the key services throughout the year.
Sharing Assemblies	All	All classes have one sharing assembly in the school year. This is an opportunity for children to show off their work to their parents and their peers. Raises their confidence in presenting.
Reading Mornings	All	Parents and Children are invited into school for breakfast to share a book with their children. Helps to raise the profile of reading.
Open Afternoons	All	Parents are invited six times a year to visit their child's classrooms. Books and work are displayed in the classroom for children to show off their work. Impact – parents feel more involved with the school and can see what their children are doing each term. Also a chance to ask questions – helps keep communication open.

**IMPACT:** Safeguarding is paramount in everyone's eyes – a culture of vigilance where pupils' welfare is actively promoted. Parents are given guidance about how to support their child to improve. Children and parents have an excellent understanding of how to stay safe online. Children show a willingness to reflect on their experiences. **(Evidence: Pupil Discussions, Parent Feedback)**

### Spiritual, Moral and Cultural Education

Christian Values within a C of E School	All	Promoted through daily Whole School collective worship. Collective worship with Revd Jeremy and local Baptist Pastor. Church services, Home School Agreement Termly values explored with the children
Simon Hudson	All	Local Baptist Church pastor visits monthly to give a collective worship. Impact – chn given further insight into the teachings of Jesus.
Reverend Kevin Beer	All	Comes in weekly to deliver collective worship. Impact – link with our local church and chn further understand our Christian faith.
Prayer	All	Daily prayer in collective worship Prayer before lunch Prayer before the end of the day. Impact: Children have a time for reflection and understand its importance in our day.
Prayer Space	All	Children across school benefit from an annual Prayer Space being set up for a week in the Autumn Term by local churches. Impact – children able to reflect on worldwide issues and had a chance to discuss and think about a variety of topics. Parents and their children were able to visit the prayer space before and after school.
Buddy System	ALL	In guided reading, children share books with younger/older children. They play with each other in the playground and help each other. Provides a real ‘family’ atmosphere across the school.
SEND Support	As Needed	Referrals to Educational Psychologist or other experts. Assessment for particular needs TAC/ CAF Support for families Provision for particular interventions or flexible groups as required.
RAFTERS	RAF Children	Social group for our RAF children to get together fortnightly
Home Link Worker	As Needed	Helps support all children when necessary. Children are able to benefit from emotional support, groups, counselling and activities to help them deal with their feelings/behaviours. Children always feel as though they have someone to talk to and to help them deal with their emotions.
Young Carers	As Needed	Achieved our bronze Young Carers standard – there was a need to begin a special group to ensure this group of pupils were catered for. Impact: we now identify these children and ensure they are given support as needed.
PSCHE	ALL	HLTA’s deliver consistent PSHCE lessons across school which deals specifically with SMSC curriculum.
Debate	KS2	Children in KS2 have had weekly debating lessons regarding key PSHCE/SMSC issues as relevant.
RE	ALL	All children benefit from having RE lessons that follow the Oxford Diocese RE scheme of work.

**IMPACT:** Children’s interest in exploring and showing respect for different faiths and cultural diversity. Children’s ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different faiths, feeling and values. Sense of enjoyment and fascination in learning about themselves, other and the world around them. Willingness to reflect on their experiences. Pupil’s discuss and debate issues in a considered way, showing respect for others’ ideas and points of view. (**Evidence:** Prayer Space discussions and response, Pupil Discussion, Learning Reflections)

### Global Learning

Link with Masekene School in Africa	All	Link with partner school Children share work Teachers have visited and coming again in Autumn 2017. Geography Curriculum is underpinned by learning about the region the school is in (This has helped to gain our Foundation Award)
French School Link	KS2	Upper Key Stage 2 children have benefitted from a regular link with a school in France which has been set up by our French Teacher. Impact – children understand differences between French and British school and cultures.
Send My Friend	All	During the Month of June and July – children learn about why some children aren’t able to go to school. They write messages to their local MP and the

		Prime Minister and participate in activities to raise their awareness.
French Language	All	Children in R, 1 and 2 learn the basics of the French language and about the culture of its people. KS2 benefit from a native French speaker who teaches French and helps children to understand the culture and how it differs to that in England.
UNICEF	All	Developing our school as a Rights Respecting School – collective worship will often have this feature (also use their 21 school assemblies pack). Children understanding about the rights of all children and can explain when these rights are in jeopardy. Year R teacher has been on training to help embed from reception class.

**IMPACT:** Children’s ability to recognise the difference between right and wrong and their ability to apply this to their own lives. Children understand the consequence of their actions. Children’s interest in exploring and showing respect for different faiths and cultural diversity. Sense of enjoyment and fascination in learning about themselves, other and the world around them. (**Evidence:** PSHCE learning and pupil discussions)