

Chalgrove Primary School



'Working together for Excellence'

Teaching and Learning



Learning and Teaching at Chalgrove School

Lifting the Lid

At Chalgrove School we aim to create a learning environment in which passionate and dedicated staff work to develop a culture of creativity, enjoyment and achievement.

It is important that the children, families, staff, leaders, governors and friends understand what it means to belong to our school. This book aims to set out what we believe is the best approach, what we have learned about how our children learn and what inspires us all to keep on improving. It is a snap shot of where we are now; change and adaptation leads us to create new and evolved approaches.

Through this visual story of our school, we hope you will get a sense of 'what we do here'. If you'd like to come and experience our educational philosophy first hand, we'll eagerly show you what learning and teaching looks like, sounds like and even smells like!

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About Our School: The Foundations

Our Aims

Chalgrove Primary School will be a place where:

- Individuals are valued and helped to achieve their personal best.
- Learning and high standards are pursued with integrity and enthusiasm
- Effective partnerships secure the success of the school.

Our Ethos

Chalgrove Primary School serves its community by working in partnership to provide an education of the highest quality. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity. Through our aims and values we promote and endorse the Government's aim for every child:

- To be Healthy
- To make a Positive Contribution
- To stay Safe
- To enjoy and Achieve
- To achieve Economic Well-being

Our Values

British values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, so that they develop their capacity to be active and effective future citizens in their local and global community.

Our Core Values

At Chalgrove Primary School our core values are:

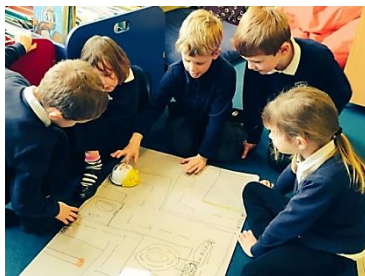
- **Hope** - *'Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning'*. Albert Einstein
- **Respect** - Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds.
- **Courage** - Be brave, learning means taking risks and making mistakes.
- **Friendship** - Value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community.
- **Determination** - Maintain a 'can do' attitude.

Spiritual, Moral, Social, Cultural Education

We know that school is much more than learning to read. Through assemblies, specific lessons and throughout the day children learn a lot about social interactions, moral issues and develop a sense of life in Modern Britain.



Safeguarding and E-Safety



Safeguarding is the action that is taken to promote the welfare of children and protect them from harm, abuse and maltreatment. All children must learn how to keep themselves safe. In the world of growing technology, this must include e-safety. Children learn how to stay safe. We provide 'real' experiences in a safe environment and promote an e-safety ethos.

To find out more please visit our policies section on the school website

<http://www.chalgrove.oxon.sch.uk/policies/>

Our School Rules

There are four simple rules in our school



- Always try your best
- First time, every time
- Respect each other and our school
- Learn from mistakes



Everyone in our school community reinforces the behaviour we expect to see in adults and children. The School Council, Anti-bullying Ambassadors and Play Leaders make a positive contribution. All children are given a house team, families are kept together in the team. There are house events through the year. Children are also awarded house points for excellent behaviours and attitudes.

Playtimes and Lunchtime



We are very fortunate to have a group of committed lunchtime supervisors who help children enjoy safe and happy playtimes. Thanks to our Friends of Chalgrove PTA, there is a variety of play equipment and opportunities.



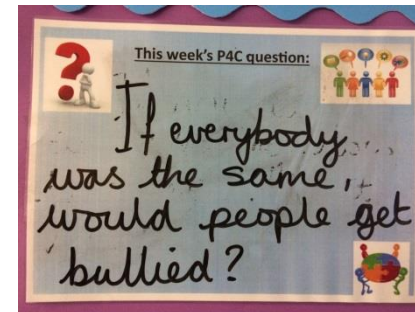
Philosophy for Children (P4C)

P4C is an approach to learning that was founded by **Professor Matthew Lipman**. Children are taught how to create their own philosophical questions. They then choose one question that is the focus of a class enquiry. For example, the question might be. 'Is it ever ok to steal?'

It is well documented that P4C has an impact on children's cognitive, social and emotional development. P4C is about getting children to think and communicate well.

Checklist for P4C

- An initial starter or game, which captures children's imagination, provides a basis for reflection about their assumptions, belief or attitudes
- An accessible story, film or picture will generates discussion about values, principles, beliefs, thoughts and ideas
- Children share their ideas about a philosophical question
- One question is chosen by the children
- All children are listened to – equality of expression. There is no right or wrong, different opinions are challenged or discussed in a safe environment rooted in mutual respect. Opinions and assumptions can be challenged and discussed, philosophical debate is welcomed





Meaningful Content

Over the years we have found that experience motivates our pupils. Practical work and opportunities which are challenging focus on the development of specific academic or creative skills. This can help more children understand, which simply helps them to learn and gain confidence in their ability.

Checklist for Learning

- Is there a 'real' purpose?
- Are the children engaged and interested?
- Is it practical?
- Does it present an experience or opportunity to learn a new skill, knowledge or develop understanding?
- Is it a challenge?
- Do all adults and children understand the expectations and what success will look like?
- Is there a chance to reflect on what has been learned?
- Do adults and children give feedback on performance?



Professional Research about Learning and Thinking

We believe that teachers should read and carry out educational research. In order to maintain their knowledge and understanding of pedagogical theory and practice. Around our school you will see displays to remind everyone about how learning happens. Promoting effort and a positive attitude enables us all to get better at something. We know more about brain development and the impact of making learning interesting and relevant, whilst including an element of risk and fun!



Did you know you can grow your ability to learn, like vegetables?

Metacognition – learning to learn

We teach children *how* to learn, not just *what* to learn. We think this helps them continue to learn through secondary school and life.

You will hear adults, and lots of children talking about how they can't do something....YET!



Children in Early Years Foundation Stage are finding out about learning through animals that represent different dimensions. Stickability, the persevering tortoise and Teamwork Bee are two examples of their animals.

Pupil Voice

It is important to us that our children have the opportunity to take responsibility for aspects of school life. We have an active School Council who discuss ideas for improving the school and help recruit new staff. Children in Year 6 apply and take on specific job roles in the school, including secretarial tasks, helping the youngest children, leading sports activities at lunchtimes and growing food for us to eat.

We have appointed Anti-Bullying Ambassadors and Learning Mentors. These children take an active role in supporting a specific aspect of school life. We are grateful to them for their considerable support and their professional approach.

Metacognition – learning to learn

Asking Questions

Taking risks

Being responsible

Working together

Persevering

Making
Connections

Resilience

Creative thinking

Problem solving

Seeking feedback

Checklist for Metacognition and Fluid Thinking

- What learning skills the children will develop in each lesson?
- Do you encourage the children to make mistakes, so that they can learn from them?
- How often do you praise effort, perseverance, or an effective problem solving approach?
- Is the classroom safe enough for children to make mistakes in front of their peers and know that this simply shows that they have taken a risk, failed and will learn from it?
- Have you adapted your planning so that all children can access the lesson and make progress over time?
- How do you encourage children to ask and answer question?
- Do you give descriptive feedback which answers the three feedback questions:
 - Where am I going?
 - How will I get there?
 - Where to next?
- What opportunities are there for children to use co-operative improvement techniques?
- Have you set challenging targets, because this leads to children being more receptive to feedback?
- Are the children choosing their own 'challenge' level and demonstrating awareness that doing work that is too easy doesn't help them learn?

Links for Learning

We are fortunate to have developed strong links with local groups, individuals and organisations who have achieved excellence in their field. Working with performers, directors and musicians from Garsington Opera, our children have the chance to develop a broad range of skills and competencies.



Our job is to seek opportunities for our children which broaden their experiences. We aim to provide events and activities that not only capture their interest, but inspire them to learn and make progress in all subjects. Where we don't have the expertise, we find it!



We also work with and learn from:

- The local Age UK group
- Local Schools and Colleges
- The Doctor's Surgery & Healthwatch
- Le Manoir aux Quat'Saisons
- St Mary's Church
- Oxford Brookes
- Charities
- Artists
- Musicians
- Authors
- Children's Centre
- Parish Council

Local competitions - sport, art, speaking, dance, film and writing.....



which gives us all a reason to aim high. In recent years we have reached the finals of local athletics competition, regional dance finals, won the partnership speaking day competition and written and directed films for Wallingford Children's Film festival.

Parents as First Educators

Wow Weeks



Sharing what we have learned with parents, carers and the school community means that each topic has a real outcome. Over the years the children have created museums and science exhibitions, produced films, read stories around a camp fire, organised banquets, taught their parents, danced and sung to demonstrate how much they have learned in a term.

The annual community art gallery is a showcase of art work from the whole school.



Book at Bedtime

s	t	p	n	m	a	e	i	o
sat	top	pin	nose	mat	cat	egg	ink	stone
g	d	c	k	r	h	u	ai	ee
get	dog	clock	run	hat	up	rich	hair	light
b	f	l	j	v	oa	oo	oo	ar
bat	farm	lolly	jam	van	boat	cock	boat	star
w	x	y	z	qu	or	ur	ow	oi
wish	axe	yell	zap	quilt	fork	burn	now	boil
ch	sh	th	ng	ear	air	ure	er	
chick	ship	think	line	sting	more	sure	across	write

This is a chance for children to come back to school in their PJs and listen to a story, while parents hear about phonics and how we teach reading.

Learn-a-Long

We think there could be no better way to keep parents informed on modern methods of teaching and what learning looks like in our classrooms, than to invite them to participate in a standard lesson delivered by their class teacher.

Homework

Weekly homework linked to topics. Homework projects are based on the topic themes. Children are expected to read and practise mental maths knowledge e.g. times tables regularly.



Planning for Learning and Progress

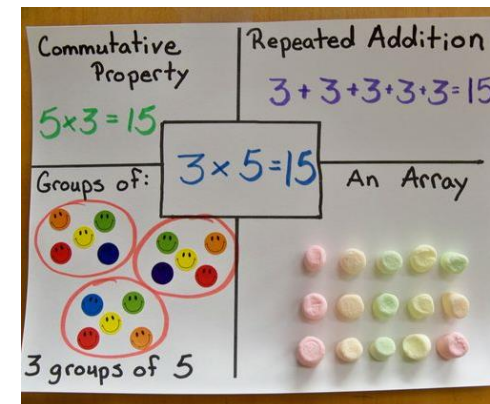
Making Links

Year 3 – Countries/Cultures and Climates							
Physical Education		Mathematics/Science		Art & Design		History	
<p>Game/Cultural/Physical</p> <ul style="list-style-type: none"> Applying and Developing Skills Consider and improve the quality of their technique and their ability to follow instructions Develop the range and consistency of their skills in all games Developing and Applying Skills, Tactics and Strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies 	<p>Knowledge and Understanding of Fitness</p> <ul style="list-style-type: none"> Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies 	<p>Abilities/Concepts</p> <ul style="list-style-type: none"> Applying and Developing Skills Consider and improve the quality, range and consistency of the techniques they use for various activities Developing and Applying Skills, Tactics and Strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies 	<p>Abilities/Concepts</p> <ul style="list-style-type: none"> Applying and Developing Skills Consider and improve the quality, range and consistency of the techniques they use for various activities Developing and Applying Skills, Tactics and Strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies 	<p>Art & Design</p> <ul style="list-style-type: none"> Use materials to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with various materials Learn about great artists, architects and designers Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies 	<p>History</p> <ul style="list-style-type: none"> Achievements and Influence of others, such as Mesopotamia (Cuneiform) and Ancient Greece (Short Story) Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies 	<p>Abilities/Concepts</p> <ul style="list-style-type: none"> Applying and Developing Skills Consider and improve the quality, range and consistency of the techniques they use for various activities Developing and Applying Skills, Tactics and Strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies 	<p>Abilities/Concepts</p> <ul style="list-style-type: none"> Applying and Developing Skills Consider and improve the quality, range and consistency of the techniques they use for various activities Developing and Applying Skills, Tactics and Strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies
<p>Work/Production/Planning</p> <ul style="list-style-type: none"> Use the computer to create and change documents that are writing Use the computer to create and change documents that are writing Use the computer to create and change documents that are writing Use the computer to create and change documents that are writing Use the computer to create and change documents that are writing Use the computer to create and change documents that are writing Use the computer to create and change documents that are writing 	<p>Computing</p> <ul style="list-style-type: none"> Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies 	<p>Design & Technology</p> <ul style="list-style-type: none"> Design and make a model, using appropriate materials and tools Design and make a model, using appropriate materials and tools Design and make a model, using appropriate materials and tools Design and make a model, using appropriate materials and tools Design and make a model, using appropriate materials and tools Design and make a model, using appropriate materials and tools Design and make a model, using appropriate materials and tools 	<p>Geography</p> <ul style="list-style-type: none"> Use a map to find a place Use a map to find a place Use a map to find a place Use a map to find a place Use a map to find a place Use a map to find a place Use a map to find a place 	<p>Music</p> <ul style="list-style-type: none"> Use a variety of instruments to create music Use a variety of instruments to create music Use a variety of instruments to create music Use a variety of instruments to create music Use a variety of instruments to create music Use a variety of instruments to create music Use a variety of instruments to create music 	<p>Modern Languages</p> <ul style="list-style-type: none"> Use a variety of instruments to create music Use a variety of instruments to create music Use a variety of instruments to create music Use a variety of instruments to create music Use a variety of instruments to create music Use a variety of instruments to create music Use a variety of instruments to create music 	<p>Religious</p> <ul style="list-style-type: none"> Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies 	<p>Education</p> <ul style="list-style-type: none"> Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies Understand the ability to choose and use simple tactics and strategies

Template created by Michael Todd 2013

www.primarycurriculum.me.uk

Lessons are planned around a theme or topic. This helps our children make connections between subjects and gives the learning a purpose.



Generating ideas and thinking deeply about subjects helps children to organise their thoughts about different aspects of learning. This has shown to be a useful strategy for children to learn. We seek opportunities for children to apply what they have learned in different contexts.

Planning

Planning is based on the children's existing knowledge, skills and understanding. Children's abilities are assessed through:

- Questions
- Pre-assessment tasks/elicitation
- Discussion
- Observation

Assessment for Learning (AfL)

Our whole school uses the principles of assessment for learning. Every adult uses a range of AfL techniques to check children's learning and progress at key points in lessons.

Checklist for Assessment for Learning

- Discuss learning objectives
- No hands up
- Think, pair, share
- Targeted and differentiated questions
- Whiteboards to check and show understanding
- Child generated success criteria
- Self and peer assessment
- Co-operative improvement
- Use of iPad software to share work



Marking and Feedback

The Sutton Trust Report 2014 and John Hattie; Maximising Impact on Learning shows the high impact of marking and feedback for children.

Checklist for Marking and Feedback

- Is there at least one 'tinkled pink' comment to show effective, correct work or effort made?
- Marking with feedback – using maths flow chart for guidance
- Response to marking in a 'response to marking' pen (different colour)
- Is there at least one 'green for GROW' comment to show what could be improved or needs more thought?
- Have children self-assessed against success criteria or similar?
- Is it clear that the children have read your comments and made an improvement to their work or remembered to do this in the next piece?
- Have children explained what they did, or didn't, understand?
- Is your next lesson challenging enough?

Co-operative Improvement


This provides children with opportunities to reflect on their own and a partner's work. We teach children to question each other on purpose of language, strategies used, their knowledge and understanding. The depth of questioning ensures children are evaluating what they are producing and its effectiveness in a supportively critical way.

Information and Assessment

We use information and data to improve the achievement of the children in each class. Knowing what children can do, what they know and how much they understand, is vital information for everyone involved. Some of this information is published on our school website. We do not believe in assessment without purpose. Children in EYFS are not 'tested'. We have to follow the DFE statutory requirements as follows:

- Year 1 phonics check
- Year 2 (KS1) Standard Assessment Tests (SATs)
- Year 6 (KS2) Standard Assessment Tests (SATs)


Chalgrove Community Primary School
Inspection Dashboard
The inspection dashboard is designed to show at a glance how well previous cohorts demonstrated characteristics of good or better performance. It contains a brief overview of published data for the last three years. It shows progress first, including from the main starting points.
It includes the key groups: disadvantaged pupils, those who have special educational needs (SEN), girls and boys. Achievement of disadvantaged pupils is compared with the national performance of other (non-disadvantaged) pupils. Cohort sizes are shown; data for very small groups should be treated with caution.
The front page summarises strengths and weaknesses based on only the 2015 data shown in the dashboard. The strengths give an indication of some features of good or better performance in 2015, highlighting consistency across starting points, subjects or groups.



Strengths in 2015

- KS2 value added was broadly average or above in all subjects.
- KS2 value added in all subjects was broadly average or above for disadvantaged pupils and those who have special educational needs.
- From at least 5 out of every 6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing & in mathematics was similar to that of other pupils nationally.
- The proportion of disadvantaged KS2 pupils that attained at least Level 4 was equal to or above the national figure for other pupils in reading, writing & mathematics.
- The proportion of Year 1 pupils that met the expected standard in phonics was above the national figure.
- The proportion of children that achieved a good level of development in the Early Years Foundation Stage Profile was above the national figure.
- Attendance was above average.
- Persistent absence was below average.

2015		
National Floor Standards		School
Level 4+ RWM	65%	88%
EP reading	94%	96%
EP writing	97%	96%
EP mathematics	93%	100%

Floor standards met? 

Weaknesses in 2015

- Attendance was low for the group(s): FSM, SEN with EHC/statement (in the lowest 10% of all mainstream schools nationally)

All other year group tests are used by teachers to find out what children know and can do. This is always shared with parents. We hold parent consultation evenings; send out in-year reports and end of year reports.

Keeping Up not Catching Up

Learning and progress does not happen in a straight line. Children develop at different rates. Our aim is to provide effective interventions which mean that children achieve every year at school.

Teaching assistants play a vital role in our school. Adaptation of proven interventions has helped children attain National Age Related Expectation (ARE). Our job is to lift the lid for children. Every child has the potential to learn and achieve. We just have to work out a way to make that happen. Strategies including:

- Pre-teaching – being taught something before the lesson so that children have confidence to contribute.
- Over learning - purposeful practise, which leads to deeper understanding
- Talking and modelling – learning happens in the brain, talking is brain to brain communication
- Effective published interventions – run by expert teaching assistants to rapidly accelerate learning and progress of individuals and groups
- Learning Responsibility, Recording and Reporting

Teaching children to take responsibility and develop independent learning strategies leads to a greater chance of success through secondary school and beyond. We encourage children to take risks, learn from mistakes, reflect honestly on their achievement and work hard. Teachers record whether a child is meeting the expectations for that year. This information is shared with individual children and their parents or carers.

Chalgrove Primary School
Chalgrove School Mid-Year Report

Name: _____ Year: _____

Personal Progress: _____

Academic Progress

	Working below the expected standard	Working towards the expected standard	Working at the expected standard	Working above the expected standard
Reading				
Writing				
Spelling				
Understanding				
Maths				

SEN Status: ☐ None ☐ SEN Support ☐ EHC Plan

Attendance to date: _____ Date: _____

Signed Class Teacher: _____

If you have any concerns please book a slot at our optional parents' evening on Wednesday 23rd March between 5.00pm and 7pm.

Definitions

Working below the expected standard	Not one of our 'three essential' subjects to have that indicate high learning.
Working towards the expected standard	Not one of our 'three essential' subjects to have that indicate high learning.
Working at the expected standard	Not one of our 'three essential' subjects to have that indicate high learning.
Working above the expected standard	Not one of our 'three essential' subjects to have that indicate high learning.

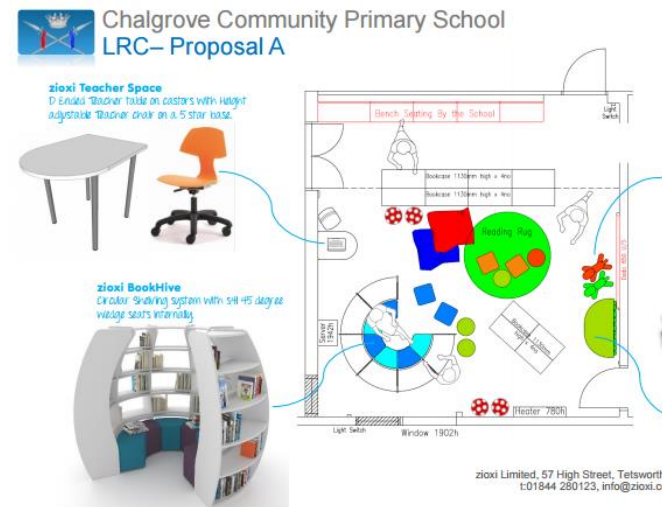
Learning to Read

“After nourishment, shelter and companionship, stories are the thing we need most in the world.” Philip Pullman



Places for Books

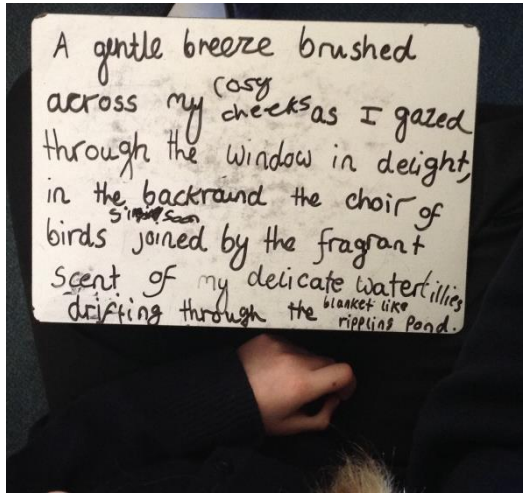
A space to be:
Quiet
Scared
Entertained
Lost
Inspired
Loved
Informed
Excited
Found
Engaged



Children start to learn phonics (the sounds letters make) in Early Years Foundation Stage (EYFS) Nursery and Reception. In a systematic and multi-sensory way we teach phonics through songs, rhymes, actions, writing, reading, listening and lots of talking! Because we believe children engage with things they are interested in, our children bring in items to talk and write about in phonics sessions. Show, tell and write. We think it needs to be fun; not all children are able to learn to read through phonics. We aim to teach children stories and use a wide range of books to inspire all readers.

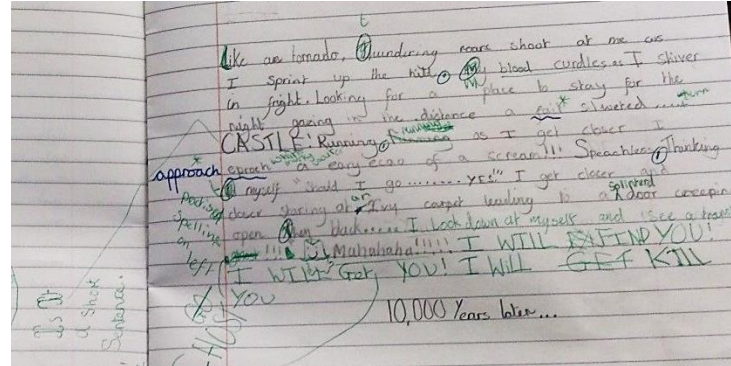


Writing



Writing – Inspiration and Technique

We believe that interesting experiences lead to interesting writing. This means that we aim to create real reasons to write, provide unusual or sensory stimulus and plan themes that link with children's interests.



Editing and Improving

Checklist for teaching writing:

- Based on a real experience or known story
- Skills and vocabulary has been built up over time
- Discussion, drama or visual stimulus
- Language rich environment
- Modelled and shared
- One perfect sentence
- TAFCAPS
- Children know their target for writing
- Emphasis on editing and improving
- Balance between content, language and technical accuracy
- Unconditional positive regard
- Enthusiasm for interesting words
- Quality texts



Readers are writers

Writers are readers

Mastery Maths

We have taken Mike Askew's principles and developed our own approach. We are aiming for consistency in models and images, presentation and mathematical language.

Checklist for Maths Books and Mastery Approach

- Learning work – date and Learning Objective*
- Assess area of learning using an end of unit assessment – sheets stuck directly in to maths books
- Provide children with a success percentage (to be recorded in front of maths book)
- Traffic light against learning outcomes on spreadsheet
- Children reflect on their learning – what have they learnt, what do they need to do next?
- Identify children needing support against
- Plan for support – TA or teacher support in class or out of class level

This process will occur as frequently as the teacher feels is necessary to monitor the progress of their children. The duration of support will also depend on the severity of the need and support of the individual children. Although rigorous in format, it should have flexibility to cater for needs of individual pupils.

* Learning work may take place practically, or on whiteboards and not be recorded – this is ok and teachers should not feel the need to stick in this evidence, unless they wish children to write up about their learning.



Without Walls

Our school can be a bit muddy! This is because we believe children should be given every opportunity to learn about and in a natural environment. The children tell us it is one of the things they most love about being at Chalgrove school.



Educational visits and visitors provide broader opportunities and experiences. This means our children reflect on concrete experiences and are more able to transfer this to abstract thinking and apply their knowledge and understanding.

Forest School

Forest School is an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. Forest School is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education. We are very fortunate to have a Forest School trained teacher and our own woodland area with a stream.



EYFS children take part in Forest School at least once a week. All our pupils have Forest School sessions throughout the year.

Visits and Visitors

Educational visits and visitors provide broader opportunities and experiences. This means our children are able to reflect on concrete experiences and transfer these to abstract thinking.

Checklist for visits and visitors

- What are the learning aims?
- How will the children and adults record the experience?
- What needs to be done before to make the most out of the experience?
- Is it more useful at the start or end of a topic?
- What will you do when you return?
- How can you share the experience with others?
- To complete the experiential learning cycle there needs to be time for reflection and application of new learning.



Residential Visits

Children in Year 4, Year 5 and Year 6 go on a residential visit. An overnight stay at an outdoor, adventurous activity centre provides opportunities to be independent, take risks, develop team work and leadership skills and enjoy a break from the digital world.

Our favourite moments –
Chalgrove's trip to Yenworthy



Physical Education



Promotes positive attitudes towards physical activity and well-being. At Chalgrove Primary School children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual team activities within school and in the wider community

All children take part in a minimum of two hours of high quality PE and sporting activities each week. A well-balanced programme of sporting activities is provided for the children that includes dance, gymnastics, swimming, athletics, games, such as tag rugby, hockey, football and rounders as well as outdoor and adventurous pursuits.

Learning through co-operative and competitive activities helps to promote an understanding of inter-personal relationships. Children have the opportunity to take part in sporting activities within the school, and with other schools, including local and county tournaments and competitions. Children are expected to show sportsmanship, team work skills when representing our school.

We hope to see you at Chalgrove School soon!

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Email: office.2452@chalgrove.oxon.sch.uk

Website: <http://www.chalgrove.oxon.sch.uk/>
Twitter: [@ChalgroveSchool](https://twitter.com/ChalgroveSchool)

