



The Hampshire School  
C H E L S E A

The Hampshire School, Chelsea  
**Curriculum and Extra-Curricular  
Provision Policy  
(including EYFS)**

**November 2017**

NB. A signed copy of the policy is available at the school

*Please also read this document in line with The Hampshire School Teaching and Learning Policy  
and The Hampshire School Inclusion policy as well as the school's PSHEE Policy*



## Contents

Introduction.....	3
Cross References.....	3
Point of reference .....	3
Aims.....	4
The EYFS curriculum.....	5
The Preparatory Curriculum .....	6
Inclusion, SEN and stretching the more able.....	7
Achievements and organization of pupils.....	8
Spiritual and Moral Education and Pastoral Care.....	8
Careers Education and Guidance.....	9
Teaching and Learning .....	9-10
Assessment.....	9-10
The School Year & School Day .....	11
Home learning/Homework .....	12
Extra-Curricular Activities .....	13
Educational Visits.....	14
Holiday Clubs & Wrap Around Care .....	15
The Informal Curriculum.....	16
Annex 1: Extra-Curricular Activities.....	16
Annex 2: List of Subject Leaders.....	17



## **Introduction:**

The Hampshire school is characterised by a broad, balanced, inclusive and exciting curriculum that develops children's knowledge, skills and talents supporting them to become reflective, problem-solving independent learners. In order to ensure that children make maximum progress and are prepared for higher education and lifelong learning, all children experience a balanced range of subjects and a variety of extra-curricular activities. Parents are offered an extended day and school year with opportunities for children to complete supervised homework, clubs and holiday activity programme.

## **Cross References:**

Assessment Policy; Inclusion Policy; Food and Nutrition Policy; Positive Behaviour Policy; School Improvement Plan; Teaching and Learning Policy; PSHEE Policy

- EYFS: Statutory Framework for the Early Years Foundation Stage (setting the standards for learning, development and care for children from birth to five) 2014
- Education Independent School Standards Regulations (2014)
- The National Curriculum in England
- Common Entrance and ISEB Requirements at 11+ and 13+
- International Primary Curriculum (IPC)

Point of reference:

GEMS Director of Education - Europe



## **Aims and Objectives:**

We provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and creative education;

We also provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a Statement of Special Educational Needs;

We ensure that pupils acquire speaking, listening, literacy and numeracy skills;

Where a pupil has a Statement, we provide education which fulfils its requirements;

Our personal, social and health education programme reflects the school's aims and ethos;

All pupils have the opportunity to learn and make progress and our academic and pastoral support ensures that pupils are adequately prepared for the opportunities, responsibilities and experiences of life.

The curriculum at The Hampshire School consists of more than merely the delivery of a statutory range of subjects. It comprises all the learning experiences within the school and includes not only knowledge and skills but the attitudes, beliefs and values which underpin the relationships of the school community.

As a caring community, we seek to promote the academic, personal, physical, social and spiritual development of each child. In essence, the curriculum constitutes everything which occurs within and impacts upon the school.

Above all, our curriculum is pupil-centred, striving for academic excellence within a balanced and diverse programme, while at the same time recognising and rewarding non-academic achievement in accordance with the aims of the school.

The school thus offers a minimum of the full National Curriculum at Key Stages 1, 2 and 3 in accordance with statutory requirements and this is supported by the International Primary Curriculum and the ISEB Curriculum. We augment this provision at all stages of the school with a variety of additional learning opportunities and activities.



## **The EYFS Curriculum**

For the EYFS, we provide a curriculum programme which is appropriate to the pupils' educational needs. The Foundation Stage Curriculum is provided up to and including Reception age children (age 4 to 5 years). Development Matters is closely followed and provides the basis for all provision. The curriculum covers all seven areas of learning, and well as ensuring the Characteristics of Effective Learning are embedded. All areas are implemented through planned and purposeful play through adult-led and child-initiated activities. These are:

### ***Characteristics of Effective Learning:***

#### **Playing and exploring – engagement**

Finding out and exploring; playing with what they know; being willing to 'have a go'

#### **Active learning – motivation**

Being involved and concentrating; keeping trying; enjoying achieving what they set out to do

#### **Creating and thinking critically – thinking**

Having their own ideas; making links; choosing ways to do things

### **Seven Areas of Learning:**

#### **Prime Areas**

##### **Personal, Social and Emotional Development**

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behavior

##### **Physical Development**

- Moving and handling
- Health and self-care

##### **Communication and Language**

- Listening and attention
- Understanding
- Speaking



## Specific areas:

### Literacy

- Reading
- Writing

### Mathematics

- Numbers
- Shape, space and measure

### Understanding the World

- People and communities
- The world
- Technology

### Expressive Arts and Design

- Exploring and using media and materials
- Being imaginative

If a child is found to have achieved the Early Learning Goals, they are then suitably extended into the National Curriculum, through assessment, discussion and moderation.

## The Preparatory Curriculum Years One to Eight

The National Curriculum and the ISEB syllabus are used as a framework for the preparatory curriculum.

	Numeracy	Literacy inc library & weekly drama	Science	History	Geography	RE	Break	French	Music / Drama & Art –	PE	ICT	PSHE	Critical thinking	Classical/latin	Golden/Pri vil	Lunch	Assembly	Reg	Total
Y1	4hr	7hr	1	Topic – 2hr30 Art&Music – 2hr		30	4hr	1	0	5hr	1hr	30	0	0	1hr	2hr 30	30	2h 55	35hr 25
Y2	5hr	5hr 30	1hr	Topic- 2hr		1hr	4hr 30	1hr	2hr	4hr30	1hr	30	30	0	1hr	2hr 30	30	2h 55	35hr 25
Y3	5hr	5hr 30	1hr	Topic- 2hr		1hr	3hr 30	1hr	2hr	5hr	1hr	30	1hr	0	1hr	2hr 30	30	2h 55	35hr 25



Y4	4hr 30	5hr 30	2hr	2hr30		1hr	2hr 30	2hr	2hr	4hr 30	1hr	30	30	30	30	2hr 30	30	2h 55	35hr 25
Y5	4hr	5hr	2hr	1hr 30	1hr 30	1hr	2hr 30	2hr	2hr	4hr 30	1hr	30	1hr	30	30	2hr 30	30	2h 55	35hr 25
Y6	4hr	4hr 30	3hr	1hr 30	1hr 30	1hr	2hr 30	2hr	2hr	4hr 30	1hr	30	1hr	0	30	2hr 30	30	2h 55	35hr 25
Y7	4hr	4hr 30	4hr	2hr	2hr	1hr	2hr	2hr	2hr	4hr 30	1hr	1hr	1hr	30	30	2hr 30	30	1h 15	36hr1 5
Y8	4hr	4hr 30	4hr	2hr	2hr	1hr	2hr 30	2hr	2hr	4hr 30	1hr	1hr	1hr	0	30	2hr 30	30	1h 15	36hr1 5

It will deliver, through these subjects, cross-phase strands including thinking skills, learning skills and assessment for learning.

### **Inclusion, SEN and stretching the more able**

The staff and pupils of The Hampshire School foster mutual understanding at all times in the practice of tolerance, respect for and understanding of other cultures, religious denominations and nationalities. The Pastoral Programme seeks to involve pupils in a sense of shared community.

The schemes of work in each subject are designed to ensure equal access to a broad and balanced curriculum for students of both sexes and all abilities. One of the primary aims of our curriculum is to develop an environment in which all children can reach and surpass their potential, flourishing in a safe environment while becoming more resilient and independent. We recognise that children acquire knowledge at different rates and may experience different barriers to learning.

By raising the aspirations of, and expectations for, all children with Additional Needs and by using outcomes based focus for all our children, we can constantly evaluate the extent and impact of the provision provided. **(see also Inclusion Provision Policy)**

### **Achievements and Organisation of Pupils**

Each year group will contain registration sets of up to 20 pupils, with the sexes mixed according to the ratio of entrants in that year. These are unstreamed groups and form the teaching sets for many subjects: pupils are allocated to sets in some subjects according to their abilities and experiences.



An elected Student Council represents the views and opinions of pupils to the Leadership Team.

Achievements in each subject are carefully audited to allow for changes in teaching strategies or subject content so that teachers may ensure equality of opportunity.

Early detection of underachievement leads to positive interventions of remediation, extension and enhancement programmes.

The school believes that the highest standards of academic excellence for all its pupils derive from a caring environment. The Hampshire School is committed to meeting the needs of pupils who have specific learning difficulties. A Learning Support team oversees pupils with identified learning difficulties.

Intervention for specific learning needs is provided and IEPs are distributed to teachers by the Learning Support Team. Pupils' special educational needs are also facilitated during internal examinations by various access arrangements.

The school aims and vision are integral to the delivery of such aspects of the curriculum and reflected in the quality of the relationships that exist within the school and the home-school links. Many opportunities are afforded to parents to participate in the education of their children, through targeted coffee mornings, PAC events and the network of communications between parents and school. The Hampshire School welcomes the participation of parents at every stage of their child's education. Several formal channels of communication exist to promote good relationships between parents and teachers. Parents are kept informed of their child's progress via parent teacher meetings and written reports each year. Parents are invited to attend parents' consultation evenings to discuss the child's progress and the school extends an open invitation to meet with the Form Tutor, Head of Key Stage and Head Master to discuss any matters relating to progress or welfare in the school. Parents are encouraged to monitor homework and play an active part in the children's learning.

### **Spiritual and Moral Education and Pastoral Care**

The pastoral care at The Hampshire School is comprehensive and dedicated to the social and personal development of the child. As such, it permeates every aspect of school life so that all members of the school community feel valued and sustained as they grow together through their experiences and relationships.



Opportunities for shared activity and thoughtfulness are provided each morning at registration and in regular assemblies. The ethos of the school encourages openness and honesty, promotes genuine dialogue between culture and faith and challenges pupils to come to their own conclusions and draw their own views about the world around them.

The Class Teacher seeks to identify and respond to the needs of each individual and to enable them to become fully committed to the development of a sense of community. At the same time, the school reaches out to the wider community and The Hampshire School seeks to inspire in its students a compassion and concern for the disadvantaged, the marginalised and those in need in society at large.

Taught periods are provided in PSHEE (Personal, Social, Health and Economic Education) lessons for all pupils, each week. Our schemes of work cover issues and topics such as: Staying Safe, Careers, Democracy, Relationships Education, Sex Education, Emotional Health and Wellbeing, Healthy Relationships, Change and Transition, Preparation for Exams, Substance Misuse. Schemes of work are progressive and the topics build and develop as the pupils move up the school.

**(see PSHEE)**

At The Hampshire School, we actively promote Fundamental British Values through 'The Hampshire Way', assemblies, circle time and PSHEE lessons. Our approach enables pupils to distinguish right from wrong, develop their self-esteem and enhance their respect for their own and other cultures.

### **Careers Education and Guidance**

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At the Hampshire School children are exposed to a variety of careers through educational trips and visits as well as visitors to the school. Opportunities for the next steps and further development are discussed in PSHEE and through transition preparation for Year 9 entrance at other schools. In curriculum subjects pupils are exposed to people working in their field past and present. Careers advice is presented in an impartial manner so that pupils can make informed choices. The SECRET to learning, PSHEE and Curriculum helps pupils to 'know themselves' – their strengths, weaknesses and interests.

### **Teaching and Learning**

Teaching methods vary according to purpose in specific lessons and subjects but include, in all subjects, whole-class, group, paired and individual work. The teacher seeks to encourage pupils to take responsibility for organising their own learning, whilst at the same time identifying areas of weakness which require additional help and providing such help when necessary.



Emphasis is placed on teamwork and group achievement, encouraging the brighter pupil to help others and to learn more effectively in the process. The quality of relationships in the classroom is thus regarded as vital in assisting the academic achievement of the pupils, and the teacher, will encourage an atmosphere of mutual respect among pupils and build a friendly but formal professional relationship with the children. The contribution of students to the pastoral dimension and ethos of the school is recognised and rewarded.

All subjects contribute a policy document, departmental action plan and schemes of work for scrutiny by the school management. These, together with teachers' mark book, ensure continuity in learning.

**(see Teaching and Learning Policy and Staff Handbook)**

## **Assessment**

At The Hampshire School Base, InCAS, MidYIS, Ability Tests are used to identify targets for achievement, any cause for concerns, and provide information for planning of teaching and learning at all key stages.

The class teacher continually re-examines pupils' progress in the light of the results attained in end of topic/ unit assessments and child involvement in class. The Hampshire School has a comprehensive target and monitoring programme for both teachers and pupils. Target-setting is based continuous pupil tracking procedures which identifies and provides for pupils deemed to be underachieving and allow for stretch and challenge activities for the gifted and talented. The Hampshire School regards the formative process of assessment as an essential part of teaching and learning and teachers contribute to the revision of schemes of work in light of pupils needs. Each teacher seeks to provide positive feedback to pupils and parents on individual students' progress, identifying his/her strengths and weaknesses and acting accordingly. Assessment thus takes on a diagnostic role and allows teachers to identify and provide strategies for remedial action and to communicate these to parents.

Pupil tracking procedures are in place for all students to monitor progress and identify those students requiring additional support within each subject area. The Leadership Team reviews, monitors and evaluates progress of pupils.

Separate Assessment and Teaching and Learning Policies provide more detailed statements in these areas. (see Assessment Policy and Teaching and Learning Policy)



## The School Year

The school operates for 37 core weeks with at least 4 weeks holiday club and 37 weeks wrap-around for children up to and including Year 8.

## The School Day

Early Years		Main School Y		Main School Y7-8	
Early Birds	8.00–8.30	Early Birds/ clubs	8:00–8:40	Early Birds/ clubs	8:00–8:30
Registration	8.50-9.00	Registration	8:40–9:00	Session 1	8:30–9:00
Assembly (Tue only-D)	9.00-9.30	Session 1/ Assembly (mon only)	9:00–9:30	Session 2	9:00–9:30
EYFS Sessions	9.00-9.30	Session 2	9.30-10.00	Session 3/ Assembly (mon only)	9.30-10.00
	9.30-10.00	Session 3	10.00-10.30	Session 4	10.00-10.30
	10.00-10.30	Session 4	10.30-11.00	Session 5	10.30-11.00
	10.30-11.00	Break (can be at different times)	11.00-11.30	Break (can be at different times)	11.00-11.30
	11.00-11.30	Session 5	11.30-12.00	Session 6	11.30-12.00
	11.30-12.00	Session 6	12.00-12.30	Session 7	12.00-12.30
Lunch (times vary each day)	12.00-12.30/ 12.30-1.00	Lunch (can be at different times)	12.30-1.00	Lunch (can be at different times)	12.30-1.00
EYFS Sessions	1.00-1.30	Session 7	1.00-1.30	Session 8	1.00-1.30
	1.30-2.00	Session 8	1.30-2.00	Session 9	1.30-2.00
	2.00-2.30	Session 9	2.00-2.30	Session 10	2.00-2.30
	2.30-3.00	Session 10	2.30-3.00	Session 11	2.30-3.00
	3.00-3.30	Session 11	3.00-3.30	Session 12	3.00-3.30
		End of day routine	15:30 –15:45	End of day routine	15:30 –15:45
After School Clubs	3.30-4.00	After School Clubs	15:45 –16:30	After School Clubs	15:45 –16:30
Stay and play	3.45-6.00 at main school every day				



## Home Learning/Homework

Homework is an important part of the curriculum and is set as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
Year 1EW		Spelling			Literacy & maths due wed	
Year 2EW			spellings		Literacy & maths due wed	
Year 3EW	Spelling, grammar, maths, tables due Friday					
Year 4EW	Spellings, Mathematics		Spelling sentences Maths due Monday English due Monday			Science: half termly project French: given on second lesson of week due first of next week Topic Project
Year 5E/W	English spellings		English writing due Wed		French du fri Maths due Fri	Regular weekly mathematics  Science: fortnightly  Geography: project in the Spring term History: project in the Summer term



Year 6E	English spellings	History due Fri Science due Tue	English writing due Wed	RE (fortnightly)	French due Fri Maths due Fri	Geography: project in the Autumn term
Year 6W	English spellings	Science due Tue	English writing due Wed	RE (fortnightly) French due Thurs	Maths due Fri History due Mon	Geography: project in the Autumn term
Year 7E	English spellings		English writing due Wed Geog due Mon	French due Thursday History due Mon RE (fortnightly)	Maths due Fri Science due Tue	Music: fortnightly
Year 7W	English spellings		English writing due Wed History due Mon	French due Thursday Geog due Mon RE (fortnightly)	Maths due Fri Science due Tue	Music: fortnightly
Year 8E	English spellings		English writing due Wed History due Mon		Maths due Fri RE due Fri Science due Tue French due Fri Geog due Thurs	
Year 8W	English spellings	Geog du Thurs	English writing due Wed RE due Wed		Maths due Fri Science due Tue French due Fri History due Wed	

Homework will be recorded by children in their planners (where appropriate). Class and subject teachers are responsible for monitoring homework.

Homework should include research, problem solving, pre learning and reinforcement of learning not simply finishing off work. Homework should be differentiated to meet the individual needs of children.



## **Extra-Curricular Activities**

At The Hampshire School we believe that a full and extensive programme of extra-curricular activities should be accessible to all children. This provision is essential to developing children holistically and providing them with a broad and rich experience. The academic curriculum of the school is, therefore, enriched by a varied programme of sports and activities designed to allow pupils to pursue and develop individual interests, develop their knowledge and skills, as well as to imbed a sense of community and team work. The Head of PE Sport is responsible for managing extra-curricular activities, including access by all children and quality of provision.

(Refer to Annex 1 for the full range of extra-curricular activities).

The Head of PE Sport is responsible for managing extra-curricular activities, including access by all children and quality of provision.

## **Educational Visits**

We are lucky to be located in central London with a wealth of places of interest of educational interest very close by. Teachers regularly organise visits to places which tie in with the curriculum. Venues visited have included: Royal Palaces, Museums, galleries, zoos, battle fields and cathedrals. These visits bring the children's classroom studies to life and widen the children's knowledge and experience. Public transport is used where possible and appropriate to increase the children's exposure to the urban environment.

Parents sign and return a blanket permission slip at the beginning of each academic year, giving permission for their child to attend all school trips. Any adventurous activity provided by an external company would require an additional consent form which would be sent to the parents in advance of the excursion. The cost of such visits is invoiced to parents at the end of each term.

Residential visits are organised annually for children in Years 4-8. The programme of visits proposed is as follows:

Potential plan for residential courses:

<b>Year group</b>	<b>Destination</b>	<b>Travel</b>	<b>Time of year</b>
4	Tanner Hatch Youth Hostel, Surrey	Coach	Summer



5	France – Chateau du Broutel	Coach	Summer
6	Essex – camping	Coach	Summer
7/8	River Medway, Kent – canoeing or Norfolk Broads boating	coach	Summer (post 13+)

These courses are led by a team of experienced and dedicated members of staff. See the THS Health and Safety Policy for more information on school trips and excursions.

## **Holiday Clubs**

The Head is responsible for the overall managing and monitoring of activity camp / holiday clubs which takes place during half terms and the first week (two weeks in the summer) of the school holidays. The planning and day to day running of these activities is carried out by a named member of staff.

We host a variety of workshops in school such as dance, drama, circus skills and theatre performances.

Previous trips and activities have included:

<ul style="list-style-type: none"><li>• The Natural History</li><li>• Museums</li><li>• Science Museum</li><li>• National Maritime Museum</li><li>• Kensington Palace</li><li>• Hampton Court</li><li>• Hastings battle field</li><li>• Box Hill</li></ul>	<ul style="list-style-type: none"><li>• Tower of London</li><li>• Shakespeare's Globe</li><li>• Theatre London Eye</li><li>• ZSL London Zoo</li><li>• National Theatre</li><li>• Indoor climbing</li><li>• Team building activities</li><li>• Ragged School Museum</li></ul>
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## Wrap Around Care

**The Early Birds** programme operates every day from 8.00 – 8.40am. It is held in the main school where children are signed in on arrival. Two teaching assistants (rota organised by Deputy Head) are responsible for supervising the children. Early Birds is open to children of all ages, and those needing to take the transfer bus to Early Years at 8.40 will be escorted to their bus.

**Stay and Play** operates from 3.40 – 6.00pm on the lower ground floor of the Main School building. It is open to children of all ages, and those arriving by school bus from EYFS are escorted to the classroom by a specified member of staff. Children's names and the time of their arrival is noted in the register folder. Children can do their homework, read or play with specially assigned toys during this time. They are collected directly from the classroom by their parent / carer who signs them out. A member of SLT is in the building until 6.00 and will deal with any children still awaiting collection at this time.

Both Stay and Play and Early Birds are flexible and children do not need to be booked in advance. These programmes are chargeable and parents are invoiced at the end of each term.

## The Informal Curriculum

Children's attitudes, values and behaviour are shaped to a large extent by the school's ethos/informal curriculum.

All staff are required to be positive role models in their relationships with one another and with children. The care, understanding and support shared within the school community are observable outcomes.

Mealtimes are an important part of the school day where staff and children are required to interact. Children are supported in selecting balanced meals and in developing their social skills.

The weekly 'Talking Point' encourages interaction between staff and children, as well as between children of different ages. The use of the playground by mixed year groups of children also encourages interaction between different ages and different levels of maturity.



The School Council allows children voices to be heard in a formal setting and for them to see real change as a result of their endeavours.

School assemblies, in which children are encouraged to stand up and share what they have been learning, plays and class assemblies or to read out House Points or similar, encourage self confidence in children. Playing instruments, singing in choirs and performing for groups of their peers or parents, also encourages children to feel valued and confident.

Shaking hands and saying 'Good morning' or 'Goodbye' to teachers each day encourages positive interactions to start and round off the day, as well as fostering an environment of mutual respect.



## **Annex 1: Extra-Curricular Activities**

This is a sample list of the extra-curricular activities (before and after school) offered in recent terms. In addition, Mandarin, Latin, Ancient Greek and Italian classes are offered. Clubs are reviewed termly. Maths and English challenge and booster groups as well as touch typing are run by invite only.

Autumn	Spring	Summer
Book club	Book club	Brain Gym and games
Craft club	Maths	Art club
Gross Motor skills	Cricket skills & Hockey skills	Make a book
13+ Science & Geography Prep	13+ Science & Geography Prep	Maths
Football	Funky Fingers	Li'l Warriors Yoga & Yoga
Netball	Mindful colouring	Chelsea Young Writers
Hockey	Debating / Public Speaking	Judo
Li'l Warriors Yoga & Yoga	Li'l Warriors Yoga & Yoga	Golf
Tennis	Girls football	French
Judo	Judo	Cricket
Chelsea Young Writers	Chelsea Young Writers	Ukele, Band, Drums club
Maths Booster	Maths Booster	Archery
Multi Sports	Mini tennis	Rounders
Creative Writing	Creative Writing	Football
P4C	P4C	Netball
Archery	Archery	Friendship club
11+ & 13+ Maths & English	11+ & 13+ Maths & English	Japan club
Rugby skills	13+ History exam prep	Dance
Cinema club	Cinema club	Fencing
Choir & Singing	Choir & Singing	Chess club
Phonic Friends	Phonic Friends	Spanish
Band & Ukele & Drums	Band & Ukele & Drums	Karate
Dance & Ballet	Gymnastics	Gross motor skills club
Karate	Karate	Poetry
Fencing	Fencing	P4C
Chess	Chess	Choir & singing
Glee	Glee	Radio station



Table Tennis	Table Tennis	Table tennis
Horse Riding	HTML Coding	Ballet
Art Club	Art Club	Cinema
Construction club	Construction club	Gymnastics



## **Annex 2: Subject Leaders (Main School)**

Subject leaders are responsible for:

- ensuring that the curriculum for their subject meets the needs of all children;
- providing expertise; subject knowledge; a role model; enthusiasm;
- organisation of the subject;; setting challenging targets; raising pupil achievement and standards;
- curriculum file; Year (Long term) plans, Termly Overviews (Medium term plans) and Lesson (short term) plans kept updated and on shared drive; formative and summative assessments;
- resource management;
- monitoring (teaching and learning; book scrutiny; assessments/results/feedback, evaluation, school improvement plan;
- portfolio of work; display;

English (UpperSchool)	Serena Childs
English (LowerSchool)	Sophie Le Marchand
Maths	Jyoti Marwah
Science (UpperSchool)	Sarah Bryant
Science (LowerSchool)	Jennifer Hansen
French	Line Montero
History	Kim Fisher
Geography	Adrian Roberts
PSHEE	Shishali Seth
Sport	Cassie Fleming
Music	David McDonald
Art	Chris MacLeod
ICT	Ana Bagaric
Enrichment	Pola Trzmielewska