

The Joy & Wonder of Learning



HEAD'S REVIEW

2019 - 2020

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Head's Review 2019 – 2020

At St Michael's we strive to be reflective and it gives me great pleasure to look back on an incredible year of change, challenge and growth. This process of reflection enables us to think about what has gone well and what we can do even better going forwards into the new academic year and beyond. Many people have contributed to this annual review and we appreciate the input that all members of our community have made.

As we prepare for the start of the new academic year, we look forward to utilising the enhanced knowledge and stunning facilities that we have acquired over the past year. In particular, staff, pupils and parents will work together as part of an increasingly strong community to navigate the impact of Covid-19 on school life. We are committed to reflecting and developing and we invite you to enjoy the variety of information covered by this summary, as well as helping us to grow even more in the coming year.

1. Senior School News

In a year when some scholarship assessments were postponed, we were delighted to secure five scholarships and are hopeful that there may be more to come!

K Cameron	Sports Scholarship	Ardingly
R Gray	Academic Scholarship	Caterham School
P Parker-Swift	Sports Scholarship	Caterham School
S Parker-Swift	Drama Scholarship	Beechwood Sacred Heart
F Smith	Radnor House Scholarship	Radnor House

Year 7

E Collings	Sports Scholarship	St Michael's Prep School
S Davis	Sports Exhibition	St Michael's Prep School
A Morgue D'Algue	Sports Scholarship	St Michael's Prep School
H Soper	All-Rounder Scholarship	St Michael's Prep School

In Year 6, we secured our best 11+ results in my time at St Michael's with twenty children securing grammar school offers. Eleven children secured scholarships into Year 7 at St Michael's.

Year 6

T Anglin	Academic Scholarship	Radnor House
N Brown	Academic Scholarship	Trinity School, London
M Cameron	Sports Scholarship	Claremont School
H Richmond	Sports Scholarship	Radnor House
L Blincoe	Drama & Sport Scholarships	St Michael's Prep School
L Clapham	Drama Scholarship	St Michael's Prep School
A Green	All-Rounder Scholarship & Sports Exhibition	St Michael's Prep School
D Little	Academic Scholarship	St Michael's Prep School

M McLaughlin	Sports Exhibition	St Michael's Prep School
T Neville	Sports Scholarship	St Michael's Prep School
G Schneider-Price	Art Exhibition	St Michael's Prep School
A Scott	Music Scholarship & Drama Exhibition	St Michael's Prep School
L Selvey-Clinton	Sports Scholarship	St Michael's Prep School
J Taylor	Art Scholarship	St Michael's Prep School
S Ward	All-Rounder & Drama Scholarship, Music Exhibition	St Michael's Prep School

Year 5

I Sharma	Sports Scholarship	Whitgift School
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On a day to day basis, the Housepoint system is the vehicle for recognising effort and achievement, creativity, kindness and sportsmanship. A total of 41,324 Housepoints were won this year. This is 1,556 more than last year. 207 children have been able to wear one of our 100 Housepoint badges, an increase of 10 from last year, with 102 having received the 200 Housepoint badge. Again, this was up from the previous year by an impressive 45 children. There were 8 300 Housepoint badges awarded. Congratulations to 167 children (28 more than last year), who have produced work fantastic enough to be awarded a Headteacher's Star worth 10 Housepoints.

The period of remote learning provided the children with an opportunity to present work in different mediums and enabled staff to see the children in an alternative environment during these online interactions. Additionally, the submission of online work and learning offered the children new opportunities to gain Housepoints.

2. Curriculum Developments

Our first Year 8 cohort to complete the St Michael's Diploma did so with creativity and flair across the curriculum and it was exciting to see their work in all subjects acknowledged with a diploma grading for the first time. The group also performed extremely well in their Common Entrance examinations in English and maths, demonstrating excellent progress from their mock exam and end of Year 7 scores.

Our new curriculum leaders in art and design and PE, Aly Rodwell and Ben Bridges, brought exciting changes to enhance the learning experience for the pupils. The curriculum in art and DT is heuristic, with pupils making discoveries and solving problems themselves, developing confidence and skills in investigation and experimentation, developing ideas through handling and manipulating materials, media, tools and technologies. Boundaries between art, craft and design are dissolving, so individual projects now involve a combination of materials, processes and technologies. In PE there has been a new approach to the curriculum, with the pupils experiencing new, completely unique and innovative schemes of work. These changes have been made to reflect modern pedagogy and best prepare our children for life beyond St Michael's. Equally, the shift from learning sport specific skills to life skills enables our pupils to develop greater resilience, grit and adaptability.

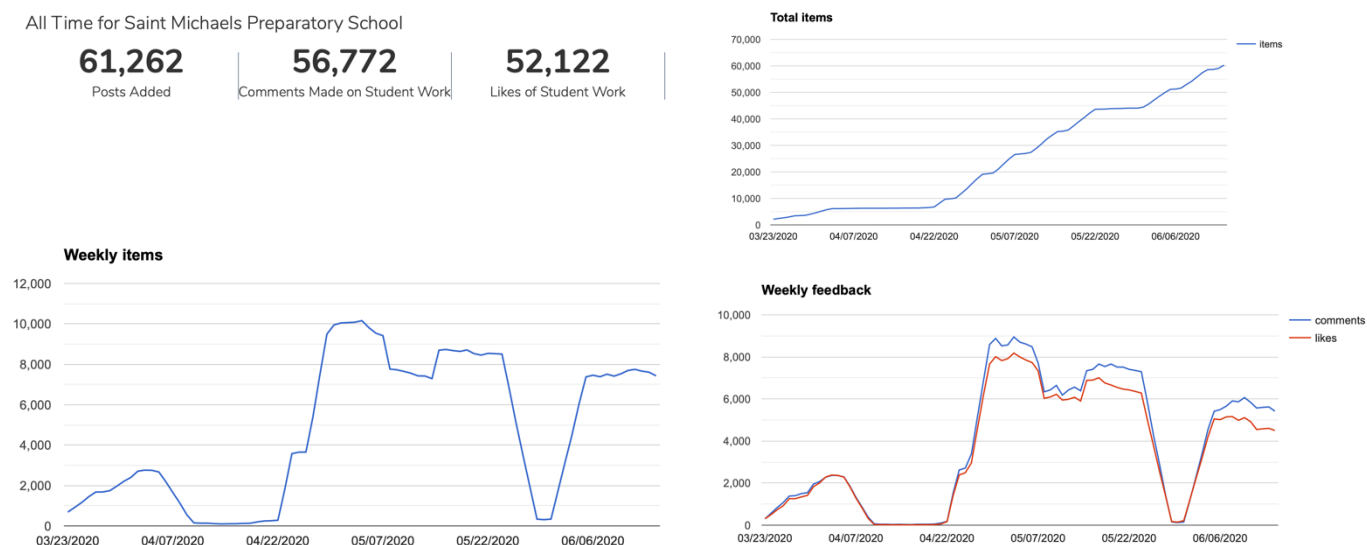
3. Remote Learning

Undoubtedly, our greatest challenge in the last academic year was implementing an effective platform for the delivery of our curriculum remotely across all year groups. Our approach was guided by the following principles:

- teaching and learning should promote a growth mindset
- learning should be meaningful, creative and engaging
- lessons should challenge and stimulate pupils to achieve their best
- daily structures should be flexible to accommodate individual family circumstances

We were eager to provide a single, safe and secure platform that connects children with their schoolwork, their classmates and their teachers. We wanted all children to find the virtual learning environment relatively easy to navigate, while requiring minimal parental support. We opted to use Seesaw as it is user-friendly and generates an individual learning portfolio for every child. Lessons can be reviewed as often as necessary by the pupils and there is a facility for recording audio or video content and commentary between teachers and pupils. This feature helped create a more interactive dialogue.

Seesaw Overview – Teacher /Pupil Interactions and work dialogue



Parental consultation was sought from the outset through conversations with Parent Reps. This helped to inform our initial planning and shaped our approach to remote learning. Furthermore, this continued to evolve with wider consultation leading to more tailored support being provided across year groups, including additional contact with teachers through Zoom.

A parental satisfaction survey was conducted in mid-May and the feedback is reflected in the following diagrams. We were delighted to receive a total of 211 responses from parents of pupils ranging from Reception to Year 8.

Key themes of the survey responses included:

- Parents highly value the flexibility and variety of learning experiences
- Pupil engagement has been high and predominantly positive
- Teacher engagement and quality feedback is commended as outstanding

3. On a scale of 1 (really struggling) to 10 (happy and secure), please rate your perception of your child's social/emotional wellbeing in relation to remote learning.

211
Responses

7.15
Average Number

4. Please respond to the following statements

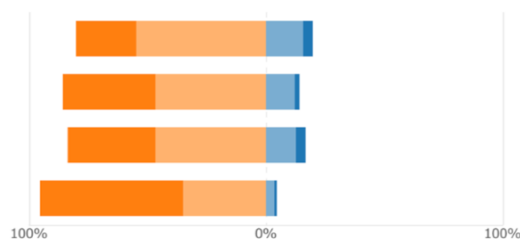
Strongly Agree Agree Disagree Strongly disagree

My child is actively engaged with their online learning

My child is receiving support and feedback from teachers

My child benefits from the flexibility offered in the timetable

My child benefits from the live check-ins



Given the popularity of live check-ins with the children and parents, we developed several options for additional live support including virtual playgrounds, study rooms, subject support clinics and live lesson introductions.

4. Next Steps

A Remote Teaching and Learning Committee has been established to review and develop our remote learning policy in preparation for any full or partial school closures in the new academic year. This policy seeks to ensure consistency in our approach to remote learning for pupils who aren't in school and to set out remote learning expectations for all members of the school community. We have also worked with an independent educational consultant take a holistic review of our approach and to advise on future developments.

We have made significant investment in ICT to provide staff with access to appropriate school devices and training in order to address some of the challenges faced during the previous lockdown. Andy Dodd has taken up the role of Interim IT Strategy Lead to lead the roll out and use of the new laptop devices for staff and the background work required for this. He has worked incredibly hard over the summer and will be providing training over the coming months to ensure that the investments made have the greatest impact on teaching and learning.

5. Assessment Updates

Progress Tests in English and maths

Last year we were unable to conduct the annual standardised PTE/PTM Progress Tests in English and maths but aim to do so in the first half of Michaelmas Term 2020. These, together with the CAT4 tests, will provide important baseline and transition data for next academic year and enable us to identify anomalies or gaps in learning following the move to remote learning. They continue to form an integral part of our robust assessment framework that combines independent assessment data with internal data and teachers' professional judgement. This helps us to secure a holistic overview, facilitating ongoing interventions at the point of need, and enables us to more effectively meet the needs of all pupils.

CE Results

We were delighted with the CE results achieved by our Year 8 cohort during lockdown. Average scores of 74% (English) and 73% (Maths) demonstrate excellent progress made by the pupils.

Diploma Results by Subject

The Year 8 cohort are the first to complete the St Michael's diploma and be assessed across all curriculum areas in relation to our pillars of learning:

- Academic Excellence
- Collaboration
- Commitment
- Creativity
- Perseverance
- Critical Thinking

The results shown below demonstrate breadth in achievement and the portfolio work was incredibly exciting.

	Total Pass	Total Merit	Total Distinction
Information Technology & Computing	1	12	6
Geography	0	11	8
History	2	11	6
Religious Studies	2	11	6
Physical Education, Games & Swimming	1	9	9
Drama	0	7	12
Music	3	11	5
Art	1	7	11
French	0	14	4
Design & Technology	1	8	10

6. Inspection Results

The regulatory compliance inspection by the Independent Schools Inspectorate held on 22nd – 23rd January 2020 found that all the standards were effectively met.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place. The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form periods.

We anticipate a full **EDUCATIONAL QUALITY** inspection within the next three years, in line with the current reporting cycle. We will continue to maintain focus on the two key outcomes for pupils:

- the achievement of the pupils, including their academic development
- the personal development of the pupils.

These two key outcomes will continue to provide a central focus for all Heads of Department in September 2020.

7. New Astro Turf Pitch

We are absolutely thrilled with the completion of the Astro Turf project which is now ready and waiting for the children to enjoy. Completed over the summer, this brand new facility will provide a huge boost to our sporting facilities and allow us to offer a broader range of activities including boys hockey and football to our children.

Planning for the Astro Turf began in 2014 and has seen our grounds undergo a spectacular transformation. An enormous credit must be given to the St Michael's Estates team, Smith Construction, and staff members Ian Smith and Di Birmingham for their ongoing dedication to the project over the past six years.

Our pupils have enjoyed watching the playing field go from a building site to a state-of-the-art pitch, and were fascinated by the diggers, dumpers and bulldozers which visited our school. The new pitch will be particularly beneficial during the colder months when our other pitches can become unusable due to wet and icy weather conditions. Likewise, its floodlights will allow us to host sports matches during evenings, as well as inviting external schools and clubs to enjoy our new pitch throughout the year.

We are excited for the opportunities that the new Astro Turf will bring to the school and its wider community.

8. Pre-Prep Head's Review 2019-2020

This has certainly been a unique year in the history of St Michael's. We have all learnt an enormous amount but have emerged stronger and wiser. Our successful compliance inspection in January was a great endorsement of how well St Michael's is managed.

We started the year in Pre-Prep with new specialist expertise in music, French and Learning Support. Mrs Louise Ravayeh, Madame Deb Buttery and Mrs Wendy Beautridge were quickly enhancing our curriculum; joined by Mrs Sarah Gorton and Mrs Geraldine Palmer as Year 1 teachers and Ms Toni Grist, Mrs Estelle Sanfourche and Mrs Sonia Flavin as Teaching Assistants. Even though Covid-19 disrupted the year, the music, French and Learning Support Departments have made huge strides forward with our online teaching programmes for the Pre-Prep children.

The refurbishment of Stable Court by BMR Construction was completed as we moved in at the end of August 2019. Stable Court has become our Year 2 home and has its own distinct feel which enabled Year 2 children to feel more grown up. It is an impressive space which we are truly proud of.

Forest School, the base for our Reception children, was launched in September 2019. This site is managed by Mrs Naomi Rose who completed 140 hours of training to become our Forest School Leader. Similarly, Mrs Sarah Bailey, who has completed the same training, will join the Forest School soon.

Developed by Mr Rose from Down to Earth, the magical space is used by the Reception children each week and brings benefits for mental wellbeing, social interaction, behaviour and risk awareness. The children adore their time at Forest School, and it is something we would like to extend to older children in the future.

The Covid-19 pandemic and lockdown presented us with challenges. With little notice, we trained as many of our Year 1 and 2 children on the basics of accessing Seesaw. Some of the staff were already familiar with Seesaw, so it seemed to us to be the best way forward for home learning. Luckily, with several years' Tapestry experience behind them, our Early Years Department was able to use this platform to contact parents and children. This meant we could quickly develop online learning for our youngest children.

Developing a whole new way of teaching was exciting. Miss Jenni Rawlinson taught PE lessons with sports equipment that the children would have available at home. After a few weeks of intense work and mastery of Teams and Zoom calls we settled down to a routine of online learning. Children of key workers continued to come into school every day, including the holidays, which certainly helped to maintain the spirits of staff members who came into look after them.

Bringing Nursery, Kindergarten, Reception and Year 1 back into school for Monday 1st June 2020 involved a lot of hard work from the staff team. Bubbles of 15 children, sanitised classrooms and socially distanced lunch and playtimes, may not have been perfect but we were all excited to have the children back. The lockdown reminded us how much we enjoy seeing the children's reactions to things they are learning.

Bringing Year 2 children back for the last couple of weeks of term also meant a lot to all the staff. It was especially nice to host a mini Sports Day and introduce pupils to next term's classrooms and new teachers.

The teachers also created short welcome videos for next year's classes which worked particularly well; this is something we may continue to do in future years. Knitting together the experience of Pre-Prep for the Year 2 children before they headed to Prep School made the year complete.

Assessment of the children this year has been problematic. The children undoubtedly made progress as they followed the online learning and parents managed to juggle home life, work life and support the learning from school brilliantly. However, the achievements made were difficult to quantify when not in the school setting.

How much help a parent gives, may be obvious with the vocabulary used and correct spellings throughout a piece of written work, but sometimes it may be less obvious. We decided that an accurate assessment was not possible in the Trinity Term. When the children return for the new academic year, we will assess maths and English as soon as the children are settled into their new classes.

We are looking forward to our new academic year with excitement, joy and wonder.

Zerrin Leech, Head of Pre-Prep

9. Extra-Curricular Review

Our provision of extra-curricular activities in the Trinity Term was understandably affected by the lockdown. Prior to this, our provision was a healthy 21 activities in Prep and 32 in Pre-Prep. We continue to allocate just below 1/3 of the provision to be delivered by external providers. During lockdown, the activity-based curriculum in the arts and exciting challenges launched through the Home PE Hub YouTube channel helped to balance out the lack of extra-curricular offerings during the Trinity Term.

10. St. Michael's and Beyond

20 pupils are staying at St Michael's into Year 7 (11 with scholarships or awards) and will be joined by four other pupils from different settings and from abroad. From Year 6, 13 pupils are taking up grammar school places and three are going to non-selective state schools with fine reputations. A further 17 pupils will transfer to independent schools; four with scholarships and an additional scholarship for a child in Year 5. I congratulate all of Year 6 on all that they have achieved and the fantastic contribution that they have made to St Michael's.

Our Year 8 pupils have been awarded places at an excellent range of schools; a quarter of whom achieved a scholarship with more still to take assessments when they are able to. This cohort joined the Prep School at the same time as me and it has been wonderful to witness their journey through the school as well as their growth. They have brought so much joy to the school and I hope they will treasure their St Michael's memories for years to come. We will miss all our leavers and hope that they come back to visit and keep in touch.

For all that has been achieved within this incredible academic year, I congratulate everyone: staff for working extremely hard to provide the best and happiest education possible, children for loving every moment and working so hard, and parents for supporting us and the children in all aspects of their life.

11. Parents and Friends' News

The P&F have been brilliantly led by the new co-chairs Kelly Downey and Kerri O'Dwyer. The committee have organised a range of events throughout the year. In December, the St Michael's community enjoyed an exclusive viewing of the Stag Pantomime, and a magical Christmas Bazaar. There was a huge amount of planning for the May Ball which was inevitably cancelled. We look forward to celebrating this event next summer and have no doubt that we will appreciate it more than ever. We thank all members of the committee for their great work this year and for bringing the community together during school closure with the fantastic Zoom quiz night. New parents who love networking and getting involved are invited to join the committee next year. I would recommend it. Their next meeting is on Thursday, 1st September and is open to all parents.

12. St. Michael's and the Community

We continue to work with commitment to our partner schools locally and abroad and are excited about the burgeoning relationships that our new role of Community Sport Development Manager, occupied by Mr Carlos Lopez, will bring.

In the first half of 2019-20, four local state schools used our pool and minibus facilities free of charge. Although this arrangement is on hold for now, we look forward to sharing our wonderful facilities again when it is safe to do so. Music, IT and Sport have all been offered to the children in our partner schools and beyond.

13. Charitable Giving

Last year, we held a retiring collection at the end of our Remembrance Service in aid of the Royal British Legion. This was on top of poppy sales from the reception areas at both schools. Additionally, in November we supported the Kent, Surrey and Sussex Air Ambulance's Wear Red Instead fundraiser, helping the school to raise an impressive £970.74.

Unfortunately, we were unable to run our biggest fundraisers of the year, the Camp Out and Sports Day, due to Covid-19, however we were able to squeeze in an (almost!) last day fundraiser for the NHS. Inspired by an idea from Year 4 pupil Matilda, we had a rainbow day where all the children and most of the staff wore their most colourful outfits.

Fraser Wiseman, Deputy Head

14. Teamwork

We relish working as part of a supportive and committed team. This year we have said goodbye to some excellent team members and tributes to each of them can be found in our eNews. In their place, we welcome new, exciting individuals who will take us forward on our journey towards a greater reputation for excellence in all aspects of school life.

Parents at the school have also excelled themselves in terms of the time and effort they have given us. This help has included volunteering and teaching at clubs, hearing children read, making artwork, teaching staff, hosting assemblies, assisting on trips and being in working parties. We are especially grateful for the support and contributions of the parent body during remote learning in 2020.

The catering team has continued to evolve, adapt, and meet the challenges of the return to school brilliantly. Individual trays, packed lunch bags and outdoor dining became the new norm and we all enjoyed the experience, especially when the sun was shining.

Similarly, Ian and the Estates team worked tirelessly to prepare the site for the return to school in June. The new rolling pick-up was a huge hit and a great example of something new that will further strengthen our logistical operations going forwards. I am grateful to Ian and David, Simon, Peter and Andrew (who retired in January) for their continued dedication and teamwork.

The Senior Leadership Team make a huge contribution to the school and this year was no exception. This year, members of the team have seized the opportunity to take on new roles and responsibilities and I am grateful to them all for their commitment and hard work, adapting to the many challenges that have come our way. Thank you to Jill Aisher for the exceptional impact that she had on the St Michael's school and community. Her passion for learning and life inspired us all and we are grateful for the huge contribution that she made in her years leading the school. We are also grateful to have worked with Di Birmingham in her role as Director of Finance and Operations. Her wisdom and strategic thinking enabled the tremendous development of our facilities, and we learnt a huge amount from her. We are delighted to welcome Jean Stevens into Di's role and look forward to having her on the team. Similarly, in January 2021 we will welcome our new Headteacher, Nik Pears, and we all look forward to getting to know Nik and his family as he takes the helm.

I would also like to thank the Board of Governors for their support and engagement over the course of the year. Together we shape the vision that drives St Michael's forwards, so that all children can enjoy their time at school and achieve both success and happiness.

15. School Development Plan 2019-2020

Summary of progress made and further actions:

1. Increase engagement in all aspects of school life

Achieved	Not achieved / Further action
<ul style="list-style-type: none"> • All of the SLT have been involved and engaged with learning walks across both Prep and Pre-Prep • Wonder boxes in all classrooms ensure that children have access to relevant and supportive resources to enhance their learning • Working parties created for focus areas • Increased numbers of meetings with Year Group Reps to hear and act upon parent feedback • We successfully completed the first completion year of the St Michael's diploma which included all subjects • We have successfully got all pupils onto a learning platform (Seesaw / Tapestry) which enhances the links with home and the engagement that parents can have on their child's work • Staff training has been provided on strategies for engagement in questioning (with the excellent Kim Wells) and we factored in more time for departmental meetings which was requested by staff through the forum • Consistent data meetings have given teachers time and space to discuss the progress of specific children • The G & T co-ordinator has provided more opportunities for the G & T children to work together in a 'challenge club'. This has successfully continued whilst working remotely. • We ran a term of assemblies on protected characteristics and working effectively with others • Staff and parental consultation effectively supported our development in the remote learning model 	<ul style="list-style-type: none"> • Re-define the role of the Parent Rep and ensure that all parents are actively encouraged to participate in feedback • We need to re-visit displays across the school and ensure that the promotion of growth mindset through displays is strong and up-to-date

2. Embed work on well-being into the curriculum

Achieved	Not achieved / Further action
<ul style="list-style-type: none"> • The new study skills programme has been a huge success for Year 7 pupils who need additional support. Themes such as motivation, organisation, relaxation, developing memory have supported those children effectively. • We have increased opportunities for expression in Art through lots of exciting projects bought in by the new Head of Art, Aly Rodwell • The PE curriculum has been updated to focus on skill development as opposed to technique. Through learning about 'struggle and challenge' and 'reflect and adapt', the children have developed greater resilience which links to well-being • Form Teachers have delivered PSHE which has strengthened pastoral links across the school. • Introduction of Forest School (through the Pre-Prep) 	<ul style="list-style-type: none"> • Next year we will focus on the impact of lockdown and supporting our children, staff and parents in their return to school

3. Review and refine the assessment and marking policy

Achieved	Not achieved / Further action
<ul style="list-style-type: none"> • We completed our review of Year 7 and Year 8 assessment and the diploma grading was finalised and has rolled out • We reduced the number of mock exams throughout Year 7 and Year 8 to focus on more learning & teaching time • Pupils love the verbal feedback that has been given through Seesaw during remote learning. We will continue to look for ways that we can include personalised verbal feedback in this way going forwards. This should also have a positive impact on workload • Whole staff training with Kim Wells focussed on questioning and feedback and gave all teachers a range of strategies and ideas to incorporate in their teaching • DIRT time (Directed Improvement and Reflection Time) was implemented into the timetable during remote learning and pupils have shown an excellent response to feedback 	<ul style="list-style-type: none"> • Update the policy to reflect the changes that we agree are the best way forward including what we have learnt through remote learning • Re-visit the End of Year Reports and consider whether we can make changes to increase their effectiveness

4. Explore ways to increase diversity and the understanding of diversity at St Michael's

Achieved	Not achieved / Further action
<ul style="list-style-type: none"> • Training to whole staff • Working party continued • Further training was delivered on inclusive language planned for Michaelmas Term • Policy reviewed • Bursary work to set up a fund is in the planning stage • All staff completed the online diversity model 	<ul style="list-style-type: none"> • A training event to take place each term to move forward thinking and practice • Review the curriculum with a focus on equality and diversity

St Michael's is an exciting and vibrant community for learning and growth and this year will be remembered as one where we truly put our school motto into practice: perseverance, wisdom and gratitude. We showed great resilience in the face of challenge, we learnt and adapted following experience, and felt huge gratitude for the supportive community that we have here.

We continue to reflect, adapt, think creatively and strive to offer something very special and unique to all those that are part of our school. We are excited about the future and what we can achieve to enhance our learning offer and the life of every member of the community.

Our focus for next year is to use what we learnt in 2019-20 to prepare us for any future challenges to our traditional school model. Investments in access to IT and further training are progressing well and I look forward to updating you on this over the course of the new academic year.

Our experience as a community has given us an exciting springboard upon which we can all work more closely together, and I look forward to enjoying continued healthy and happy relationships within the St Michael's community.

Mary Bridges, Acting Headteacher

August 2020

Prep School Department Reviews

16. Maths

2019-20 has been another productive year for the Maths Department at St Michael's. Two years of hard work in the senior department culminated in a set of very pleasing CE results, including a number of A* grades in maths. The preparation for and undertaking of these exams were new experiences for all involved, requiring extra levels of independent pupil study. A huge amount of pride deserves to be felt by all Year 8 pupils and their families.

Independent study was at the heart of mathematical progress for all year groups in maths in the latter half of this year. Many exciting new skills were learnt and developed by pupils, parents and teachers alike in order to continue working through the mathematics curriculum. Once again, everyone deserves to feel very proud of their effort and achievement during this time; we all worked hard to develop new ways to communicate with each other through email, Seesaw, video and Zoom, to name a few. White Rose Maths and MyMaths proved invaluable in the revision and explanation of mathematical ideas and getting to grips with Seesaw allowed us to maintain a productive dialogue between teacher and pupil.

Remote learning also gave us the opportunity to explore mathematical investigations and puzzles independently before sharing our ideas. Year 8 used maths to consider the readability of texts, Year 6 considered rotations and reflections when identifying quadrilaterals within a circle and Year 5 used area and perimeter to solve a challenging square-fit puzzle. Although we missed out this year on the many outdoor mathematical activities that we usually enjoy in the Trinity Term, it is clear that much has been gained from this new way of working and it is exciting to look forward to combining these new experiences with our tried and tested approaches when we return to school in the coming academic year.

Huge thanks to all pupils, parents and the maths team for their enduring motivation and positive approach to making maths fun!

Rebecca Small, Head of Maths

17. English

Literature was very much at the heart of learning again in lessons as the English Department based its remote teaching around high-quality books. Many of these were new schemes of work that we wrote to suit the particular set of strange circumstances in which we found ourselves.

With Year 5, we studied two new books: the beautifully illustrated *Cloud Tea Monkeys* and *Cloud Busting*, which is written entirely in poetry form. We are looking forward to continuing reading and basing our work on this second book as the children move into Year 6. In Year 4, lessons were based around the emotional novel *The Miraculous Journey of Edward Tulane*. Year 8's learning was centred on the classic novel *Animal Farm* and a series of short stories. Our tried and tested texts, *Moon Man*, *A Midsummer Night's Dream* and *Trash* formed the basis of the work for Years 3, 6 and 7 respectively. Supplemented by other excellent texts over the course of the year, our children have had a very healthy diet of literature!

Curriculum study has been enhanced by the usual array of extra-curricular events, albeit reduced in number this year due to the pandemic. We welcomed the author, filmmaker and explorer Matt Dickinson in the Lent Term. In an assembly, he regaled the children with tales of climbing Everest, then led two writing workshops, one with Year 8 and one with a mixed-age group. To support their study of autobiographies, Year 6 visited the Roald Dahl Museum and Story Centre back in September. They had great fun playing with the interactive exhibits and creating their own narratives in the 'building biography' workshop.

Unfortunately, our planned Year 7 visit to the theatre to see *The Woman in Black*, one of our studied texts, had to be cancelled.

In November, we held our annual St Michael's 'Poetry Live' competition for Years 5 and 6, with the winners and runners-up in each category progressing to the external final at Caterham School. One of our pupils went on to win the whole Year 6 competition!

September saw the St Michael's inter-house spelling bee, which was hotly contested. As always, the annual story-writing competition attracted some excellent, imaginative entries. Reading continues to occupy a high-profile role in the school. We ran a new reading initiative called 'RED January', in which every child in the school was encouraged to Read Every Day and, in doing so, develop and maintain a regular reading habit. In the library, Mrs Davies established a weekly story time every Tuesday morning break, with a different guest reader every week. During the period of remote learning, this went online and found an even wider audience. Our popular Open Library every Wednesday after school has gone from strength to strength. We have run the usual reading challenges, reading buddies for Pre-Prep and paired reading across the Prep School. World Book Day turned into World Book Week as we ran library cafes, a shelfie competition and a trip to Sevenoaks Bookshop. We also appointed a committed team of pupil librarians who keep the library looking neat and tidy.

Laura Andrade, Head of English

18. Science

In an unprecedented year, the importance of science education and encouraging children's curiosity and understanding of the natural world has perhaps never been clearer. Making science real, so that children see the connections between learning science and their lives, underpins our lessons and extra-curricular activities.

We launched this year with the Sevenoaks Galactic Challenge, a junior version of the International Space Design Competition. A group of Year 7 pupils spent the day at Sevenoaks School working collaboratively in mixed-school teams to design a hotel on the Moon. As described by one of the pupils, "It was great to think about what could happen in the future and what this generation can think of when we put our minds to it. My favourite idea was to use aquaponics to provide both food and oxygen on the Moon. We had a lot of fun and made new friends." It was a proud moment watching our pupils help present their group's ideas to the judging panel and audience of parents, teachers, and fellow pupils. The range of ideas presented and the creative thinking on display were certainly impressive.

Year 5 continued with September's Space-theme with a visit to The Observatory Science Centre in Herstmonceux. The interactive indoor and outdoor exhibits provided plenty of hands-on fun as well as science learning. The robotic arms workshop was a firm favourite giving pupils an insight into the technology used on the International Space Station. The day finished with an engaging and informative science show, *Destination Space*.

In October, a group of Year 7 and 8 pupils attended the 20th Sir Humphry Davy Lecture hosted by Rose Hill School. Dr Stefano Biagini, a senior lecturer in Organic Chemistry at the University of Kent, talked about the use of radio imaging and radiotherapy as well as polymers and their role in drug therapy. This was a wonderful opportunity for our pupils to hear about cutting-edge science from a leading practitioner.

Back in the lab, a new group of Year 6 scientists signed up for our after-school CREST SuperStars Club. Each week brought a new STEM challenge for them to solve including testing homemade toothpaste and glue and building racers out of cotton reels. Meanwhile, Year 3 took part in 'Rocks Day' when Andrew Berry from the Horton Kirby Environmental Centre came to visit us in November. The children were introduced to the fascinating world of geology and developed their understanding of rocks and fossils in a packed day of fun activities.

Our annual Science Week in March was as busy as ever. Year 7 visited Chatham Dockyard for a day of STEM activities including making rope, creating and launching rockets, and building and racing boats. Year 6 earned their Bunsen burner licences and used their new-found skills with some flame testing of metal salts. Year 5 rose to the challenge of building their own marble runs whilst Year 4 carried out some investigations with UV beads. Over in Year 3, the children tested the effectiveness of insulation using a range of materials to create the 'fur' and 'feathers' for their model animals.

The lockdown period found us adapting our Trinity Term topics to enable the children to successfully engage with remote learning. We were impressed with the children's responses and enjoyed and admired the wide variety of work and activities they shared with us from homemade rockets, to carefully thought out designs for wildlife-friendly gardens, and the creativity of using sweets and other items to model the structure of elements.

Esther Neylan, Head of Science

19. Geography

Geography is important because it helps us to understand how to interact with and better utilise our planet and its resources, and most importantly, how we can care for the planet, and not just for ourselves.

Over the course of last year, pupils have covered many different Human and Physical Geography topics; from tourism through to human impacts on the environment. Pupils have been developing geographical skills such as map skills, decision making, analysing data, annotating diagrams and fieldwork techniques.

As the whole school focus was on engagement, incorporating different techniques, such as snowballing, into lessons was important. Additionally, clips from documentaries and the news were used to link what they have learnt to real life situations.

The St Michael's Diploma has gone from strength to strength and pupils are producing high quality projects across the different topics and engaging very well with the curriculum. The new topic of Climate Change and Global Warming has been added to the St Michael's Diploma geography course this year to enhance pupils' awareness and knowledge about one of the biggest global issues.

Additionally, remote learning has allowed pupils to develop ICT skills by becoming more familiar and skilled using software such as Google Earth and Digimaps. Year 6 pupils demonstrated these skills when mapping lockdown exercise routes in local areas and labelling geographical features they saw along the way.

Meanwhile, as part of the diploma project, Year 7 used mapping techniques to show the extent of flooding that had taken place across the UK and produced impressive posters, videos and PowerPoints to demonstrate this.

Year 5 put their online filming skills to good use; creating very informative news reports about recent volcanic eruption and earthquakes that have taken place across the world. Many pupils showed superb editing skills and produced high quality videos.

Year 8 enjoyed their fieldwork trip in September to London Stratford Olympic Village to investigate if the regeneration of this area has improved the social, economic and environmental aspects. Pupils gathered data successfully through field sketches, interviews and surveys and the final projects were again of a very high standard. This task helped pupils gain a better understanding of how to analyse and evaluate data and these skills will be a good foundation for senior school.

Combined humanities for lower years have continued to inspire pupils and show how Geography and History are linked. Year 3 began the year by investigating explorers and focusing on Shackleton. They also created explorer diaries for their Homework Challenges. Next, they looked at the river Nile and its importance to both modern and Ancient Egyptians. During remote learning, they explored all things Ancient Egyptian from mummification, to everyday life. The children rose to the challenge and produced outstanding work. Year 4 have looked in depth at the Celts and the Romans. They have looked at how the Celts lived and traded using the exciting Celtic Trading Game which transported the children to real life situations the Celts would have faced. After Christmas, the children turned their attention to the Roman conquest of Britain. They made Roman Shields and performed a Roman military technique using these. Roman Day was again a huge success and the pupils particularly enjoyed the artistic events in the Forum such as Mosaic making, wax tablet creating and fresco designing.

Katharine Lambert, Head of Geography

20. History

We have implemented our new curriculum in Year 8 and have seen our first cohort achieve the St Michael's Diploma. We were delighted by our results – 89% of pupils achieving either a Distinction or Merit in their final assessment. We have covered some exciting topics in our project work this year, including the 500th anniversary of the Field of the Cloth of Gold. We have also continued to build on our involvement within the community by looking at the links between Otford and this historic event.

The formal village event is currently 'on hold' due to the current circumstances, but the intention is for our new Year 8s to pick up where this year's group left off by getting fully involved in the community work at Otford Palace. We look forward to further exciting opportunities which are now open to us with our new Diploma.

We have continued to develop our understanding of equality and diversity within the new curriculum by including further topics on Black History, Women's History and LGBT History. We also looked at the changing role of Parliament including what the term means, Henry VIII's break with Rome, and Brexit. We have continued to focus on the importance of history in today's world, for instance in remembering, as a whole school, 75 years since VE Day.

Year 4 enjoyed an exciting project within their Roman history work – by building shields and taking part in a battle charge as well as getting the opportunity to play 'civilised' Romans during their Roman Day. Year 3 were fascinated to learn about the lives and adventures of famous explorers and life in Ancient Egypt. We hope that by 'living through history' during our current circumstances, our pupils will be able to appreciate and show empathy for the difficult circumstances some of our ancestors experienced in previous generations.

21. Religious Studies

We have continued to develop our new curriculum in Year 8 which has incorporated more philosophy and ethics as well as the study of different world religions. We completed special topics on religious intolerance, Buddhism and Euthanasia which were linked to broader themes of prejudice, discrimination and equality. Our overarching aim was the importance of religion and philosophy in today's world and people who have made, and are looking to make, the world a better place as a result of this.

We celebrated our first set of St Michael's Diploma results with 89% of pupils achieving either a Distinction or Merit in their final assessments. In Year 3, pupils enjoyed acting out the scene of the Last Supper, although everyone wanted to play Jesus! Year 6 enjoyed debating as to whether or not animals have souls and Year 5 made some creative plasticine Hindu gods.

We sadly said goodbye to Revd. Diane at our Christmas Carol Service at Shoreham Church. As always, this event was thought-provoking and allowed us to come together as a community. This year's theme was looking at that first Christmas through the eyes of the different people who were there. It allowed us to think about events from others' points of view.

The Confirmation Service was another highlight of the year. There were four pupils confirmed: A. Mottram, J. Wiseman, E. Harrison and J. Taylor. Bishop James Langstaff, Bishop of Rochester, spoke inspirationally about our place in the world, as God's beloved children. The Confirmation Group, met at lunchtimes during the Lent Term, before and after the Confirmation Service. It was wonderful to learn why each of the children decided to get confirmed and to witness how much their faith clearly meant to them.

With Revd. Diane no longer with us, we welcomed retired vicar Adie McCall who delivered thought-provoking Eucharist Services to Years 6 to 8 in the Lent Term. Crossteach led our Tuesday morning sessions with less formal assemblies to Years 3 to 5. We would like to thank them for their considerable efforts during this transition period.

Laura Shield, Head of History and R.E.

22. French

Last year was another busy but successful year for the MFL Department. The pupils have enjoyed learning French and discovering new cultures. Their participation during lockdown was fantastic!

This year we welcomed a new colleague to the MFL Department; Mme Buttery who taught pupils in Year 1, Year 2 and Year 5. Her love for languages and her enthusiasm has already charmed our pupils.

Pupils have had fun learning French in Pre-Prep. This year's curriculum has used songs, stories and games to reflect and enhance the topics pupils have learnt in other areas of their education. This meant Year 1 pupils learnt how to say body parts as well as learning about different modes of transport in France, including the novel *Flyboard* which looks as though it's from a superhero film.

Year 2 have learnt to talk about the weather and birthdays, as well as learning where French is spoken in the world. They also participated in role plays, to great humorous effect, including one where they were at the Doctor's.

When working remotely from home, learning about and celebrating French festivals such as 'Poisson d'avril' for April Fool's Day, 'La Fête du Muguet' for the May Day Bank Holiday, and Mother and Father's Days, helped pupils mark the passing of time. Stories and songs from French-speaking culture were used to embed their knowledge of numbers, colours, alphabet, animals and food.

One of the highlights of remote learning was 'French Day from home'. Pre-Prep pupils celebrated different aspects of French culture by singing, playing French tunes on their instruments, building Lego Eiffel Towers, dressing up, getting sporty and eating French cuisine.

Prep pupils have also worked hard in French this year and have deepened their knowledge of French they were familiar with from lower down the school. They can now speak and write more fully using a wider vocabulary and are getting better at understanding and manipulating grammar. All of this is clear to teachers in lessons but is also reflected in strong end-of-unit test results in the four skills: reading, listening, speaking and writing.

Pleasingly, all pupils can participate in longer exchanges involving several questions and all pupils can write sentences, paragraphs or longer texts on familiar topics. This increase in independence has led to many pupils showing a pleasing degree of creativity and flair in their French.

We have continued to introduce our new curriculum in Years 7 and 8 and this has had a very positive impact on the pupils. They have had the chance to be more creative and have had more opportunities to work on their speaking skills. This has definitely boosted our pupils' confidence.

We did not get the chance to take Year 6 to the French Institute in London or Year 7 to Paris, but we had fun celebrating the European Day of Languages at the end of September. We invited children and staff to wear an accessory representing a different country, such as a flag, a flag sticker/drawing, a scarf or ribbon and they all happily played the game.

6P held a fantastic and multilingual assembly and tested their peers to see if they could pass their British Citizenship test. At the end of the Assembly, everybody warmed up in Spanish and danced the disco in French. Mark from the kitchen cooked a delicious international meal.

During lockdown we also celebrated languages by organising a remote French Day. We were proud of our pupils' involvement and ingenuity, with their willingness to find out about and celebrate different cultures. St Michael's pupils are getting ready to take on the world!

Other highlights from lockdown were the videos of café role plays involving parents and pupils from Year 4, the Great French Challenge with Year 8, and the French escape room with several year groups. Remote learning has allowed our pupils' creativity to come to the fore and many pupils have used Seesaw as a means of expressing their personality and humour by posting videos, songs and photographs in response to the tasks they have been set. Engagement with online learning has been high and pupils are in a good position to be able to move on with the regular curriculum from September.

23. Latin (and some Greek!)

The provision of Latin was a challenge last year with staffing changes, but our focus remained strong on ensuring that pupils were able to positively embrace Latin with enthusiasm.

At the end of February, we were lucky to welcome Mr Craig to the school; a Latin specialist with a love for Latin and Greek and a fantastic knowledge base. He taught Year 8 until the end of the school year, while Mademoiselle Lacroix kindly kept teaching our Year 7 pupils.

Our pupils displayed an aptitude, an intellectual rigour and, that most important quality when studying a Latin, a sense of humour. Against a backdrop of Vesuvius erupting in October 79 AD, and with rocks falling amidst the black clouds, we learnt a good deal of grammar while the citizens of Pompeii met their end. There was much practising of various past tenses, the learning of types of adjectives and the application of their fine minds to word order. As the dust settled on the streets of Pompeii, we left Southern Italy for the most disagreeable family of Salvius and Rufilla in Roman Britain. We looked virtually at local villas such as Crofton, and Lullingstone and came to realise that St Michael's school was near the centre of Roman settlement and trading route.

Scholarship has been in great evidence with huge amounts of effort being made for the challenging papers ahead. These demanding skills (appropriate to pupils taking Latin at GCSE) meant there was a need for a thorough understanding of indirect speech, indirect questions, three moods of verbs as well as active and passive voice. Alongside this considerable requirement, there has been the study of background material.

Work has been created from Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid* and from classical Greek statues from the 5th Century BC. To add to this serious classical diet, there have been translation passages drawn from *Alice in Wonderland* and the *Hobbit*. At all times this subject has been shown to underpin French and English.

At the end of the Trinity term, we introduced ancient Greek to our Year 7 pupils at Agios Michalis (St Michael's in Greek!), with great success. After learning the Greek alphabet, they translated some texts, revised their Greek mythology, did some Greek maths, and realised that many words they use nowadays come from that beautiful language or Greek gods, such as Nike shoes, the Project Mercury from NASA, as well as numerous names of cars. The highlight of this project was the creation of Greek black figures pots.

Everything is now in place to start afresh in September: new Schemes of Work, fantastic resources and lots of enthusiasm. I have no doubt that our pupils will enjoy their Latin lessons next school year.

Madame Poracchia, Head of MFL

24. Art, Craft and Design

Pupils have had outstanding experiences in Art, Craft and Design. Together with timely advice and guidance, the subject consistently reflects the highest expectations of both staff and pupils. Alongside the introduction of a clear assessment system, the department has delivered a broad and challenging curriculum throughout the year. Pupils are inspired by the art team's creativity and enthusiasm for their subject. A celebration of pupils' achievements around the studios, school and a growing online gallery with the help of Twitter, promoted curiosity and skills without inhibiting pupils. Teaching drew upon breadth and depth of subject knowledge to ensure lessons were informative and inspiring. The department continues to adopt an open-door policy where regular learning walks allow staff to share good practice, knowledge and understanding.

Assessment for Learning is actively used across all year groups to enable pupils to fully understand how best to develop their skills. Staff celebrate pupils' creativity with regular school displays, Housepoints and art prizes for attainment and effort. Staff demonstrated confident judgement in planning for pupil progression and articulated a clear and well-justified rationale as to how pupils built on their prior learning.

The Junior school have had great success in their art exhibitions and displays, with dinosaur panoramas adorning the corridor. The Year 5 children have been enjoying working with Silk Clay and have improvised fantastic faces on the theme of Magritte and Surrealism. Some of the art projects have led to the wonderful new online galleries, notably the Painting without Paint Challenge, the Ben Heine inspired drawings, and the Arcimboldo fruit and vegetable portraits.

The seniors have focused on the development of good sketchbook practice inspired by the work of other artists, new techniques and materials. Year 6 have created fabulous large-scale mixed media studies based upon Natural Forms. For DT they then went on to explore Pop Art, designing and then making a wooden marble maze decorated with Pop Art style design features.

Year 7 have explored the theme of Spaces & Places through drawing, photography, painting, mono printing and Ceramics, with many of the artworks now adorning the main school corridor. Year 8 used the theme Beautiful Decay to inspire a series of animal skull studies exploring alternative painting and drawing techniques creatively layering mediums to produce contemporary art studies.

Meanwhile, the focus of DT has been textiles where we explored the Mexican culture and design characteristics of the festival. We also explored Product Design with the making of a 3D textile Day of the Dead skull. We also looked at Glass Fusion, where pupils were challenged to explore the properties of resistant material and learn cutting and making techniques to produce colourful suncatchers.

Using this knowledge, they then were challenged to design and make glass coasters based on a given brief. Pupils explored the design process in detail researching product knowledge and design, customer profiling and the work of contemporary designers to help inspire ideas.

Scholarship

Interest in the Art Scholarship programme of study has grown rapidly over the year following the introduction of extra-curricular weekly Art Scholarship workshops where Art Scholars (and pupils invited to attend) have been coached for portfolio preparation. Pupils have explored a range of challenging tasks that included Ceramics, using black and Porcelain clay, landscape painting on canvas, Koi fish and Flower abstraction paintings and Glass Fusion.

Congratulations to F Arduino who was awarded the Art Scholarship and Ashdown Cup having produced an exciting portfolio of work and demonstrating an impressive commitment to art studies. J Taylor was likewise awarded an Art Scholarship for his strong creative art skills. G Schneider-Price was also awarded an Exhibition Scholarship for strong art skills and potential within the subject.

Extra-Curricular Enrichments

There is an active extra-curricular culture within the department to further develop skills, knowledge and understanding across all year groups. This also provides rich evidence of SMSC provision in supporting “stretch & challenge” alongside those that require extra support and individual tuitions. The art clubs provide our pupils with a creative community and the means to engage with a variety of projects outside our curriculum. This helps to nurture their curiosity, as well as contributing to their practical knowledge and experience of developing ideas, making things and making things happen. Moving forward, this is an area we are keen to develop further.

Visits

Art staff understand the importance of our pupils' engagement with the community through local and national competitions, museum and gallery workshops. Working alongside practitioners and by exhibiting work in school and in the annual end of year art show, pupils are given the perfect opportunity to showcase their work.

By utilising effective links to local galleries, creative practitioners would enable our pupils to appreciate the uniqueness of their environment and is an area I am keen to explore further.

Due to the current climate, we were unable to celebrate our pupils' work with an end of year art exhibition. Alternatively, work showcased around the school has been refreshed throughout the year and we are developing online galleries.

During October the Art Department collaborated with music on the South Bank Gamelan trip. It seems like a lifetime ago when we were walking along a crisp autumnal South Bank capturing images using cameras and sketchbooks to support our Spaces & Places art project. Back in the studio we were able to utilise these resources to create beautiful mono prints; some of which are on display in school. This was a fabulous trip and one that we are keen to repeat.

During lockdown the department moved quickly to online learning. This meant innovating new ways of teaching and finding ways to make an online art curriculum exciting. We have been absolutely inspired by the amazing, creative responses from pupils responding to the online work set in their own way. There have been so many highlights: Bug Hotel, Arcimboldo fruit & veg faces, Painting with coffee, photography, Zulu shields and art research. But for me, the Painting without Paint art challenge, where children were asked to recreate their choice of art without using paint, was simply outstanding. The department was overwhelmed by the fantastic submissions which were creative, humorous and inventive. Posts on the school's Twitter account received positive responses from prestigious art galleries, such as the Tate and the National Gallery, with The Lowry in Manchester commenting "Wow, we love this!!". But it was not just art galleries in the UK who responded to the children's art; their work was liked by the Van Gogh Museum in Amsterdam, the Staatliche Kunstsammlungen in Dresden and the Mauritshuis in Den Haag. One Year 3 pupil, who was inspired by artist Aja Trier, even reached New York where the artist commented "Oh my gosh that is precious! Please tell the artist I love it! I will post on my Instagram and Facebook. Thank you!" She went on to tell us "I am always so humbled when kids are inspired by my work, but this is next level!"

In order to show all the wonderful work the pupils have created we have made a number of online galleries to celebrate and share the work.

Alison Rodwell, Head of Art and Design

25. I.T. and Computing

Abbreviations:	CAS – Computing at Schools
	DL – Digital Leaders
	SID – Safer Internet Day/week
	NOS – National Online Safety
	SOW – Schemes of Work

This has been yet another successful, exciting and eventful year in the IT & Computing department. From the introduction of new technology and software, to learning new systems and technology for remote learning during the lockdown.

Areas I'm particularly pleased with are:

- Introduction of Minecraft in Education
- Introduction of STEM club in Year 5
- TypingClub
- Bebras Challenges
- The Code Show
- SIDs Week – Lorin LaFave visit
- Konflux Theatre Workshops
- SeeSaw for remote learning
- ChildNet International
- Online Coding Learning Platforms during lockdown – CodeCombat and CodeMonkey

Introduction of new resources/software in our SOWs (Schemes of Work)

Pupils in the afterschool Coding Club and DLs (Digital Leaders) were able to test the new version of Minecraft in Education – Coding. The crucial part of the platform is having online tutorials which are easily accessible to pupils, showing them how to code parts of their world which they wouldn't have been able to do in the standard version. Pupils summed it up as being engaging, exciting and challenging. Initially, the plan was to use this with Year 6 in the Trinity Term; however, due to lockdown, this didn't manifest. However, we are excited to be using it in the next academic year.

We introduced the new TypingClub online software, which was trialled by Year 3 pupils. Year 3 started the year learning about mouse control and progress onto Touch Typing. Previously, we used English Type Jnr; however, this platform could only be accessible in school. We wanted a platform which pupils could access in school and at home.

After investigating a few platforms, we decided to go with TypingClub, which has been very well received by all pupils, with many having already completed several online tests available. During the lockdown, all pupils from Years 2 to 8 had an account set up to help them enhance their touch-typing skills. This was beneficial when needing to access and complete their work remotely.

We purchased licences for Year 6 and 7 to access CodeCombat, which is another online platform where pupils can learn the basics of Python, which is a text-based Python Programming language. Pupils in Years 3 to 8 were given access to CodeMonkey; another online platform where pupils can access various courses to enhance their Coding skills. Pupils also learnt and recapped key concepts such as Sequencing, Decomposition, Algorithms and Iteration. Feedback on all platforms was very well received and it was exhilarating from a teacher's perspective to see so many engaged and enjoying the learning process, especially during the lockdown period.

Digital Leaders

This year the DLs created and performed a fantastic assembly during SID (Safer Internet Day) week. They also created a tremendous Rap song, however, were unable to finish the video before Covid-19. We hope to show it during a scheduled assembly instead.

Pupils also created a fantastic interactive display board on Online Safety using small speakers with voice recordings on the SMART rules and QR's. They also filmed videos of themselves explaining the SMART rules in detail and why they are essential. Similarly, they did exceptionally well in the ChildNet International league tables. Each DL is assigned an account where they can access online resources and courses. For each session completed, points and a badge are awarded. All points are collected, and our school given an overall score. Two hundred seventy-three schools compete nationally, and we went from 67th place to 23rd out of 273. Next year we aim to get in the top five. Our DLs reviewed Lego Mindstorm kits and Minecraft in Education. I enjoyed getting their feedback as it's essential for ensuring that lessons are always exciting, engaging and challenging.

The DLs have been hugely proactive this year, and all take their role very seriously. One thing I enjoy is observing them assisting and teaching other pupils during lessons. It always amazes me how they can articulate and demonstrate various task to her peers various and I often find myself learning pedagogy strategies from them.

Online Safety/SIDs Week

This year we were very fortunate to have Ms Lorin LaFave visit us and talk to parents and staff. It was incredibly moving to say the least but highlighted the realities of online dangers and what we as a community can do to help our pupils stay safe. Ms LaFave runs the Breck Foundation and is currently raising funds for her charity to produce resources for pupils in KS1 to KS5. We were due to have a No Tech4Breck day, however, due to Covid-19, this had to be postponed. I will notify parents at the start of the new academic year when this is likely to take place. Year 3 to Year 7 pupils attended workshops by the Konflux Theatre group. They taught pupils OnlineSafety in a fun and engaging way using forms such as Drama, Music (writing a Rap song) and creative writing. This was refreshing to see and showed that IT-based themes don't always have to be taught on computers.

Competitions/Bebras Challenges

Bebras is a national competition which most independent and grammar schools compete. It contains a variety of programming-based challenges which pupils have to problem solve. This year we saw 10 of our pupils progress to the second round; a new record for us. Unfortunately, the third and final round was postponed, but I look forward to seeing the results.

Year 7 - The Code Show – Thursday 25th September 2019

This year we saw the introduction of The-Code-Show. It showed pupils the evolution of Computing with a focus on computers used in the 1980s for gaming and the programming. Pupils had the opportunity to create and play them, as did staff.

Pupils found it extraordinary how many computer devices used the programmes (games consoles, cameras, old VHS recorders, microphones, smartphones). They found the differences vast.

SeeSaw – Remote Learning

This year SeeSaw was used during lockdown for all pupils in Years 1 to 8. These unprecedented times were very challenging for us all but, considering how quickly pupils, staff and parents managed to embrace it, was somewhat remarkable. Preparations involved training staff, connecting pupils with various devices, and asking parents to assist their children with the remote learning. It was a steep learning curve for many, not just with SeeSaw but with other software such as Zoom. We have no doubt all benefitted from upskilling ourselves in such a short space of time.

Year 5 STEM Club

This year we introduced a STEM workshop run by our Year 5 pupils. It was prevalent, even during the lockdown and was terrific to see the pupils engaged and working together in teams. It incorporates so many vital skills such as problem-solving, teamwork, communication while encouraging higher order thinking with pupils often thinking: 'why?', 'what if?' as well as looking at structures, shapes, foundations of structures etc. Due to its popularity, pupils will continue running this club next year.

-Jamie Booth, Head of ICT and Computing

26. Drama

For every department in every school, 2020 has been an usual year. The biggest disappointment of which for us was not being able to perform the school production at Easter, for which rehearsals started in September, and preparation had already begun in the Summer of 2019. Despite all of this, we were still able to achieve a lot of drama activity, both within the classroom and in extracurricular activities

Scholarships

Pupils coached successfully for external scholarships this year. (Pupils' pieces were all chosen by, blocked and rehearsed by the Department.)

S Parker-Swift – Drama Scholarship at Beechwood Sacred Heart

Michaelmas Term

This year the Year 3 pupils performed in the pantomime *Aladdin*. Each class took turns to take the story from start to finish and there was a great deal to be proud of, especially the assured and lively singing, including a rousing chorus of "*I'm getting married in the morning*". A great sense of comic timing was demonstrated by many pupils.

For some, the overcoming of nerves to stand on stage and be heard in the challenging space was lovely to witness. However, all pupils' work was rewarding to see and an encouraging sign for future performances.

No one present could fail to be impressed by the energy and effort. Lots of hard work from the children, especially with a complex and tricky script, was met and matched by that of their Form Teachers and TAs, along with Mr Baird on the music front, and all the mums and dads who helped with costumes; not forgetting the Drama Scholars who helped with the technical aspects. It was a fun evening.

***Phantom of the Opera*-Drama/Music Scholars at Her Majesty's Theatre- London**

Mr Baird and Mr Powell took a group of Music and Drama Scholars to London for the day to explore the musical the *Phantom of the Opera*. Following a delicious hot chocolate in the theatre café to start the day off, the pupils had an hour workshop with a member of the show's company, even getting to try on Christine's famous dress, and the mask and Cape of the Phantom himself.

The afternoon was spent watching the matinee performance of the show, followed by a half hour Q&A session in the stalls of the theatre, whilst the production was being reset for the evening performance. This session was led by the stage manager, and our pupils asked many questions about the production and performance in general. Lots was learnt, especially when watching the chandelier being winched back down onto the stage!

Drama Scholars at the National Theatre- London

In the Lent Term the Drama Scholars set out to explore The National Theatre in London for a backstage tour. They saw the costume exhibition as well as the production of Neil Gaiman's *The Ocean at the End of the Lane*. During our tour we had a chance to visit the permanent workshops at the theatre-learning about set construction and the illusion of props. R. Landgrebe even got to try on a polar bear head dress, although it was a little big! We then attended the matinee and saw an awesome production which left us spell-bound and breathless at the epic staging and phenomenal puppetry. Afterwards, several younger members of the cast kindly met us at the stage door and faced a variety of questions from the pupils including details about the rehearsal process and getting into professional acting.

We finished with a photo and signing of the pupils' programmes. Many thanks to Mrs Newton for accompanying us on the trip and helping. A great day was had by all.

Lent Term

Year 4 Make-up Workshop

The Year 4 pupils were treated, once again, to a workshop session from industry expert Kate Griffiths who has worked extensively in the film and TV industry as a make-up artist, as well as training pupils in schools, colleges and Universities in the South of England. This was a hands-on workshop where pupils got to produce 'trauma' make-up on themselves, including a variety of cuts and bruises. Pupils had a lot of fun, including shocking their form teachers with some ultra-realistic injuries!

5th Inter-House Drama Duologue Competition 2020

The Lent Term saw the 5th annual House Drama Competition take place in the Drama Room. Over 70 children signed up for the competition initially, with 8 Junior and 9 Senior pairs qualifying for the finals.

It was immediately evident from the heats round that, once again, the pupils had invested a huge amount of independent time rehearsing their scenes and considering the addition of props and costumes, as well as set for the pieces. The standard was high and the children all performed with confidence and flair. It was lovely to see a good sense of team spirit, not only amongst those pupils in the same house, but generally amongst themselves as a whole body, taking part in the competition.

Luckily, we were honoured to have Thomas Dennis on hand as our special guest judge. Thomas is a prolific actor, who played Albert in the National Theatre's production of *Warhorse*, as well as Christopher in the *Curious Incident of the Dog in the Night-Time*, among many other stage and screen roles. Thomas was extremely impressed by the standards reached and found, and the judging process was incredibly difficult.

The Results

JUNIORS

GOLD- ROCHESTER
(S Mottram and S Wallace)

SILVER- DOVER
(O Nathan and E Julio)

BRONZE- DOVER
(D Booth and S Taylor)

SENIORS

GOLD- DOVER
(C Pape and A Moore)

SILVER- LEEDS
(R Landgrebe and T Bulley)

BRONZE- DRAW-- ROCHESTER AND LEEDS
(N Brown and S Ward & L Clapham and A Scott)

***Little Shop of Horrors* - School Production**

In March we should have presented our annual school production, and this year it was to be Alan Menken's *Little Shop of Horrors*. Over 70 children were involved in the production in some way, and it was heart wrenching to have to cancel the production three weeks before the first performance. Hopefully, with hindsight, the pupils will be able to look back on the experience and still appreciate how much they learnt, and how much fun and enjoyment they had in the process of putting the show together. There was a huge amount of talent, energy and enthusiasm evident, and it would have been a show to remember.

Lamda

Pupils have enjoyed working towards their Lamda exams, both in one-to-one sessions and in after-school group activities. There was an excellent overall achievement with many pupils scoring exceptionally highly, and a plethora of Distinctions.

-A Powell, Head of Drama

27. P.E. and Games

The 2019-2020 academic year was certainly different for many reasons but there were still a huge amount of successes and non-Covid inspired developments within the PE and Games Department.

In PE we decided to move away from the traditional and created new, completely unique and innovative schemes of work to reflect modern pedagogy and best prepare our children for life after St Michael's and school. In the Michaelmas Term the children participated in a scheme of work called 'Struggle and Challenge' in which we provided numerous opportunities for them to push themselves outside of their comfort zone in both a physical and mental sense. With old favourites like the bleep test and shuttle runs to new problem solving and team building activities. Being comfortable is a thing of the past!

In the Lent Term we moved onto a scheme of work which we named 'Reflect and Adapt'. We worked on our observational and feedback skills using activities such as gymnastics, football, basketball and hockey. We learnt how to break down strengths and weaknesses and how to use analysis and then feedback in order to improve almost any skill or tactic. A vital skill across all subjects.

In Games we had a huge amount of success with every child from Years 3 to 8, having the opportunity to represent the school almost every week. We played 516 fixtures across five sports (football, hockey, netball, cross country and rugby) before lockdown. The boys played 254 fixtures and girls, 262.

Notable team performances were the Colt's A football team qualifying for and representing the school brilliantly at the national 6-a-side finals in Taunton, Somerset. The girls cross-country team won the Hazelwood Relays. The boys 1st XI football team won the plate final at the New Beacon 6-a-side tournament.

The girls U11A hockey team won the Hawthorns tournament and the girls U9B netball team won all of their matches. The Boy's U9A football team won the Indoor Futsal tournament at Sevenoaks School, with the Colt's B, D, E & F teams winning the inaugural Yardley Court football tournament.

Individually we have had success across many sports with representatives, in football, for West Kent district, Chelsea, Brighton & Hove Albion, Crystal Palace and Gillingham. We had Boys and Girls Kent Cricket selections. We also achieved club players of the year for Football, Hockey and Rugby and not forgetting to mention a European champion in Sports Yoga.

This was the first year that we also broadened the sporting options and offered an alternative sporting provision on match afternoons for pupils who had experienced our traditional fixtures and wanted to explore other possibilities to find a sport that they could continue with for life.

We were also very proud to award St Michael's sports scholarships to T Neville, T Smith, L Selvey-Clinton, A Morgue-D'Algue, E Collings and L Blincoe as well as sports exhibitions to M McLaughlin and S Davis. External sports scholarships were offered to K Cameron (Ardingly), P Parker-Swift (Caterham), M Cameron (Claremont), H Richmond (Radnor House) with an honorary sports scholarship to I Sharma (Whitgift).

Ben Bridges, Director of Sports

28. Swimming

What a fantastic 2019-20 season we have had! My first year with St Michael's and I could not be prouder of all the brilliant swimmers we have and all their wonderful achievements.

In December 2019, several our swimmers competed in the Sevenoaks Swimming 2019 Championships. St Michael's swimmers had an outstanding medal haul of 31 gold medals, 16 silver medals and 14 bronze medals. A Green achieved 9 golds, A Ashton 5, I Pennington Legh 8, B Tovey 7, E Green 1 and E Newton 1. S Taylor came 3rd overall in the U9 boys category, A Ashton 1st in the U9 girls category and E Green 2nd overall in the U9 boys category. There were so many personal best times too and everyone swam their very best. Well done to all of our swimmers who took part.

In December 2019 we had more success at the Medway Gala with our Year 4 superstar swimmer A Ashton coming away with 1 gold medal, 2 silver medals, 1 bronze medal and 2 finalist medals in the U9 girls age category. Super swimming!

Three of our swimmers qualified for the Kent Championships 2020 all in the 10/11 age category. I Pennington Legh in the 50 metres butterfly, A Green in the 50, 100 and 200 metres breastroke and A Ashton in the 100 and 200 breastroke. They all swam wonderfully with A Green achieving two bronze medals in both the 100 and 200 breastroke finals and 6th position in the final of the 50 metres breastroke. Well done to all of you.

The regional IAPS swimming gala preliminary round took place in February. We took a squad of 40 swimmers who all produced some wonderful results in their heats.

We came away with seven 1st places, six 2nd places and thirteen 3rd places. Due to the current situation we were so upset that the finals at the London Aquatic Centre could not go ahead as planned in June. The following swimmers all qualified for the finals and we are so proud of them. A Green in the 50 metres breaststroke (16th position nationally), I Pennington Legh in the 25 metres butterfly (7th position nationally) and the U10 girls 4 x 25 metres freestyle relay: E Newton, A Mitchell, G Owen and I Pennington Legh (10th position nationally). Well done to all of you.

In March some of our super St Michael's swimmers won an array of silverware at the Sevenoaks Swimming Club presentation evening, I. Pennington Legh was presented with the Kingsbury Cup for U10 girls; A Green was awarded the Kingsbury Cup for U10 boys; E Green received runner up plate for the best U9 boy; S. Taylor was awarded the Mike Radford Trophy for most improved U9 boy; A Ashton was presented with the U9 Individual Medley Cup and U9 trophy for most improved swimmer; B Tovey and J Taylor were both awarded plaques with their positions from the 2019 Sevenoaks Club Championships.

At the Black Lion Gala, Gillingham, at the start of March some of our swimmers came away with yet more medals. A Ashton won three gold, one bronze, one fourth and one sixth medal; A Green three gold and two silver medals; E Green four silver and one bronze medal; S Taylor one silver and one fourth medal and J Taylor a fourth position medal. V Medlen also came away with a medal from the gala.

New school records have been set this year by the following swimmers: A Ashton, S Taylor, E. Green, A Green, I Pennington Legh, O Bowen, R Gray, P Parker-Swift and A Mourgue-D'Algue. Well done on some super-fast swimming at our termly time trials.

Special congratulations to A Green in Year 6 on being selected to attend the Kent 11-Year-Old Development Pathway 2020. Unfortunately, these camps have not been able to take place yet; but huge congratulations on this achievement.

Two of the highlights of my year have been the inter house galas against Somerhill and Hazelwood. It was so lovely to have so many swimmers competing in both individual events as well as relays. I will not forget the squadron relay at the end of the Hazelwood gala (or the noise levels in the pool!). A very close race with A Green and K Cameron storming ahead to lead us home to victory! Two superb overall wins at these events has been down to all the pupils' hard work, commitment and dedication.

Nicky Denton, Swim School Manger

29. Music

The musicians and choristers of Prep began the year with much excitement as we made plans for a rich and varied programme of ensemble activities, concerts and tours. Participation in musical activities has remained very high with around 190 children taking part in a musical ensemble on a weekly basis.

Michaelmas Term

Year 7 enjoyed a day of learning about the Indonesian Gamelan during a performance workshop at the Royal Festival Hall in London. Michaelmas Term was dominated by preparations for the annual festive celebrations and each of the choirs and instrumental ensembles rehearsed tirelessly to produce performances of outstanding quality. Our annual Carol Service at Shoreham was once again a highlight of the school year and proved a joyful and moving celebration of the Christmas season with some astonishing talent from the choirs and soloists, with a particularly poignant finale of *When You Believe*.

Our light-hearted and exuberant Christmas breakfast concert ended the term with the customary festive frolics, fully accessorised with sparkling hats, jumpers and snowmen.

Lent Term

In February Year 3 & 4 joined forces with around 6000 singers at the O2 Arena in London for the rousing Young Voices Concert in which we sang and danced the night away. Just ahead of half-term break we hosted two intimate concerts by candlelight in school for instrumental and vocal soloists. These were followed by our first ever Scholars' Concert in Shoreham Parish Church and provided an opportunity for our scholars, exhibitioners and chamber groups to explore some wonderful and challenging repertoire. The audience enjoyed an enchanting evening of repertoire with many extraordinary highlights, during which the boys' trio performance of *Soave sia il vento*, by Mozart.

Trinity Term

Our peripatetic team deserve much praise and recognition for continuing to drive up standards in instrumental learning as St Michael's moved into the virtual realm by continuing to teach almost every single pupil via Zoom during the period of lockdown. The progress made by pupils during this time has been underpinned by tremendous teamwork, parental collaboration, exciting new online performance opportunities and continuing to celebrate individual musical growth and outstanding achievement. Rising to the challenges of creating ensemble performances demanded lots of upskilling and many hours of work from both staff and pupils. We were delighted by the overwhelming response on the school social media accounts to our virtual performances of *Mr Blue Sky*, *Little Shop of Horrors*, *Suddenly Seymour*, *If Only You Would Listen* and *Seasons of Love*, when our virtual choir movingly reflected on how we measure a year.

Whilst we hosted just one ABRSM session in school this year due to nationwide cancellations and closure, the candidates have continued to prepare, and many will take practical and theory exams in August. We also expect to have a particularly large number of candidates for examination next academic year.

Special congratulations this year to E Ward won a seat in the National Children's Orchestra. She was also successful in her audition to gain a place in the Benedetti Sessions Advanced String Orchestra. S Ward successfully gained a place in the National Youth Boys Choir and T Bulley continued to sing with them for a second year. A Scott won the Bromley Youth Music Trust Young Singer of The Year competition.

Gordon Baird, Director of Music