

Saltus Grammar School

The Primary Curriculum

An Overview. For information relating to the Foundation Year, please make reference to the School's Foundation Year Brochure.

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PRIMARY LANGUAGE

Because language is central to children’s intellectual, emotional and social development it has an essential role across the curriculum and helps pupils’ learning to be coherent and progressive.

Language enables children to communicate with others effectively for a variety of purposes, and to examine their own and others’ experiences, feelings and ideas, and thereby give them order and meaning.

Curriculum Overview

The key skills of language arts are subdivided into three main areas:

- Speaking and Listening
- Reading
- Writing

The balance accorded to the skill areas is reflective of the developmental ages of the students. Language is delivered as a discrete subject and use is made of a structured spelling and grammar course. Students with identified learning needs are identified and such information informs teaching in subsequent years therefore.

Knowledge, skills and understanding at S1 – S2.

Pupils are exposed to the following range of activities, contexts and purposes.

Speaking and Listening: Pupils learn to speak clearly, fluently and confidently to different people and to listen, understand and respond to others through:

- Group discussion and interaction. Pupils learn to participate as members of a group.
- Drama. Pupils learn to use language to imagine and recreate roles and experiences.

Reading: Pupils learn to read with fluency, accuracy, understanding and enjoyment. They use a range of strategies to make sense of what they read including:

- Phonemic awareness and phonic knowledge
- Word recognition and graphic knowledge
- Grammatical awareness
- Contextual understanding

They learn to read for information by using non-fiction and non-literary texts. They learn to appreciate literature by developing their understanding of fiction, poetry and drama.

Writing : Pupils learn by working with the teacher and others, to develop their writing and they are exposed to a range of purposes, readers and forms of writing. They learn about:

- Planning and drafting
- Punctuation
- Spelling
- Handwriting and Presentation
- Language Structure and Grammar
- Different forms of writing

Knowledge, Skills and Understanding at S3 – S6

Speaking and Listening

Speaking: pupils learn to speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences

Listening: pupils learn to listen, understand and respond appropriately to others through:

- Group discussion and interaction: pupils are taught to talk effectively as a member of a group
- Drama: pupils participate in a wide range of drama activities and evaluate their own and others' contributions
- Standard English: pupils are taught the grammatical constructions that are characteristic of spoken, standard English
- Language variation: pupils are taught how language varies according to context and purpose; between standard and dialect forms; and between spoken and written forms

Reading: Pupils read a wide range of material and develop their knowledge of words, sentences and text to understand and respond to the meaning. In this key stage, pupils increase their ability to read more challenging texts, begin to reflect, to analyse and to discuss texts through:

- Reading strategies: pupils are taught to read with fluency, accuracy and understanding
- Understanding texts: pupils are taught to comprehend texts, use inference, deduction, look beyond the literal, give opinions and make predictions
- Reading for information: pupils obtain information through different methods of reading (scanning, skimming, drawing on features from the text)
- Literature: pupils develop an understanding and appreciation of texts
- Non-fiction and non-literary texts: pupils develop an understanding and appreciation of non-fiction and non-literary texts; structural and organisational feature; styles of writing
- Language structure and variation: pupils learn to read texts with greater accuracy and understanding. They begin to identify and comment on overall texts, words used and sentence structure

Writing : Pupils develop the understanding that writing is enjoyable and essential to thinking and learning. They learn the main rules and conventions of written English and explore how it can be used to express meaning in different ways

- Composition: pupils are taught to choose form and content to suit a purpose; use language and style appropriate for the audience; and use suitable features of layout, presentation and organisation
- Planning and drafting: pupils are taught to develop their own writing. They learn to plan, draft, revise, proofread, present and discuss their own work
- Punctuation: pupils are taught how to use punctuation marks correctly in their writing
- Spelling: pupils are taught to apply knowledge of spelling conventions
- Handwriting and presentation: pupils are taught to write legibly in both joined and printed styles with increasing fluency and speed
- Language structure: pupils are taught word classes and the grammatical function of words; the features of different sentence types

Assessment of skills

In Language in S1 - S6, teachers informally assess children's progression using the three attainment targets that are organised under the language skills of Speaking and Listening, Reading and Writing.

In Speaking and Listening, progression is characterised by:

- Increasing confidence and competence in adapting language, using standard English as appropriate
- Development in the ability to listen with understanding
- Increasing participation in discussions

In Reading, progression is characterised by:

- Ability to read increasingly demanding texts, using a repertoire of reading strategies
- Development in responding to texts, including analyzing and evaluating
- Reading for information

In Writing, progression is characterised by:

- Development of skills in writing
- Increasing control of different forms of written texts
- Development in the ability to adapt writing for meaning and effect

In addition to the informal, ongoing reading (PM Benchmark) and spelling assessments which are used in the classroom, the Centre for Learning administers standardised testing. Results from the NFER Language Test, the Salford Reading Test, and the KTEA Language Test, assist with the early intervention of pupils with instructional needs and are used to inform teaching within the classroom.

PRIMARY MATHEMATICS:

Our curriculum follows the UK National Curriculum Framework for Numeracy. The range of activities within the programme is carefully planned to ensure breadth, balance, coherence, continuity and progression.

In Saltus 1, pupils are taught in appropriate ability groupings within their own classrooms. In Saltus 2, pupils have 2 lessons of Maths a week in a mixed ability setting and 3 lessons in groups which are set by ability.

We encourage our pupils to:

- Have a positive attitude towards mathematics and an appreciation that it is an interesting and attractive subject that is useful in everyday lives.
- Start to think clearly, logically and creatively in Mathematics with confidence, independence and flexibility of mind.
- Begin to understand the process of problem solving, enquiry and experiment and to develop quick recall of basic number bonds.
- Have an appreciation that neatness and accuracy are valuable tools to use in Mathematics
- Be familiar with the language of Mathematics and appreciate the value of sharing ideas by discussion and explanation.

Curriculum Overview:

The areas of learning in mathematics are:

- Use and application of mathematics
- Counting and Understanding of Number
- Knowing and Using Number facts
- Calculating
- Shape
- Measurement
- Handling Data

Core Learning in Mathematics S1 and S2.

The expectations below are those expressed as the key objectives in the framework for numeracy published as part of the UK Primary National Strategy, 2006;

Saltus 1:

- Counting and Understanding of Number
Pupils learn to read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line.
- Knowing and Using Number Facts
Pupils learn to be able to derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts.
- Calculating
Pupils learn to use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences.
- Understanding Shape
Pupils learn to visualise and name common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models.
- Measuring
Pupils learn to estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments.
- Handling Data
Pupils learn to answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, blocks, graphs or pictograms.

Saltus 2:

- Counting and Understanding of Number

Pupils learn to count up to 100 objects by grouping them and counting in tens, fives, or twos; explain what each digit in a two digit number represents including numbers where 0 is a place holder; partition two-digit numbers in different ways, including multiples of 10 and 1.

- **Knowing and Using Number Facts**
Pupils learn to be able to derive and recall all addition and subtraction facts for each number at least to 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals to 100.
- **Calculating**
Pupils learn to add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract numbers. Use the symbols +, -, x, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence.
- **Understanding Shape**
Pupils learn to visualise common 2-D shapes and 3-D solids identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties.
- **Measuring**
Pupils will learn to use units of time (seconds, minutes, hours, days) and know the relationships between them; read the time to quarter hour; identify time intervals, including those that cross the hour.
- **Handling Data**
Pupils learn to use lists, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'.

Core Learning in Mathematics S3 to S6

- Using and applying number
- Numbers and the number system
- Calculations

Pupils use their understanding of place value to multiply and divide whole numbers by 10 or by 100. In solving number problems, pupils use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10 and quick derivation of corresponding division facts. They use efficient written methods of addition and subtraction and of short multiplication and division. They add and subtract decimals to two places and order decimals to three places. In solving problems with or without a calculator, pupils check the reasonableness of their results by reference to their knowledge of the context or to the size of the numbers. They learn to recognise approximate proportions of a whole and use simple fractions and percentages to describe these. Pupils learn to recognise and describe number patterns, and relationships including multiple, factor and square. They begin to use simple formulae expressed in words. Pupils use and interpret coordinates in the first quadrant.

- Understanding properties of shape
- Understanding properties of position and movement
- Understanding measures

Pupils make 3D mathematical models by linking given faces or edges, and draw common 2D shapes in different orientations on grids. They reflect simple shapes in a mirror line. They choose and use appropriate units and instruments, interpreting, with appropriate accuracy, numbers on a range of measuring instruments. They also find perimeters of simple shapes and find areas by counting squares.

- Using and applying handling data
- Processing, representing and interpreting data

Pupils collect discrete data and record them using a frequency table. They learn to understand and use the mode and range to describe sets of data. They group data, where appropriate, in equal class intervals, represent

collected data in frequency diagrams and interpret such diagrams. They also construct and interpret simple line graphs.

Assessment

- Informal internal assessment
- SATs three times a year (starting in Sept 2007)
- Annual NFER achievement test (standardized)

Challenges and Future Planning

- An integrated curriculum that flows smoothly from year to year and matches the Secondary Department maths program
- A uniform assessment that can be used throughout the year to track progress.
- Developing a whole school policy for delivering Math in like ability groupings.

PRIMARY HUMANITIES:

Using themes that combine elements of history and geography, we provide opportunities to:

- develop children's sense of identity through learning about the development of Bermuda and the world
- introduce children to what is involved in understanding and interpreting the past
- stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface
- foster children's sense of wonder at the beauty of the world around them
- help children to develop an informed concern about the quality of the environment and the future of the human habitat and thereby enhance children's sense of responsibility for the care of the Earth and its people.

Curriculum Overview

During Key Stage 1, our pupils investigate their local area, finding out about the environment of their island home and the people who live here. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

Pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Bermuda and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions, and in so doing, they learn how the past is different from the present.

During Key Stage 2, pupils investigate a variety of people, places and environments both in Bermuda and abroad, and they start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom and in so doing they are able to ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and, where appropriate, ICT resources.

Pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Bermuda and in other parts of the world. They look at history in a variety of ways; for example, from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past, both in depth

and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Assessment of skills

Years 5 – 6 are assessed with internally-set tests and homework that result in a percentage grade and an effort grade. Years 1 – 4 are continually assessed and receive only an effort grade.

PRIMARY SCIENCE:

The Science curriculum offers the students opportunities to develop their knowledge and understanding of important scientific ideas, processes and skills and to be able to relate these to everyday experiences. Children learn about different ways of thinking and of finding out about and communicating ideas. They are also given the opportunity to explore values and attitudes through science.

Curriculum Overview

In Saltus 1 and 2, (Key Stage 1), pupils learn how to observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas and they share their ideas and communicate them using scientific language, drawings, charts and tables.

In Saltus 3 – 6, (Key Stage 2), pupils learn about a wider range of living things, materials and phenomena. They begin to make links between ideas and to explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work and they talk about their work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.

Knowledge Skills and Understandings

During Saltus 1 - 6 (Key Stages 1 and 2), scientific enquiry is taught through the following contexts and activities:

1. Life processes and living things
 - Humans and other animals
 - Green plants
 - Variation and classification
 - Living things in their environment
2. Materials and their properties
 - Grouping materials
 - Changing materials
 - Separation of materials (KS2 only)
 - Physical processes
3. Electricity

- Forces and motion
- Light and sound
- The Earth and beyond (KS2 only)

Assessment of Skills

Years 5 – 6 are assessed through practical means by project and through formal testing (internally set exams).
Years 3 – 4 are continually assessed.

PRIMARY MUSIC

The teaching of Music develops children’s ability to listen and appreciate a wide variety of music and to form their own personal opinions. It encourages active involvement in different forms of music-making, helping children to acquire a sense of group identity and it increases self-discipline and creativity, aesthetic sensitivity and fulfillment.

The main aim of Music education is to offer an active involvement in performing and composing, listening and appraising. Pupils follow the main objectives of the National Curriculum for Music, as well as incorporating Orff Curriculum work at levels appropriate to their age and ability.

Curriculum Overview:

Saltus 1 and Saltus 2:

Through music we

- develop pupils’ understanding of a wide range of music
- develop and extend children’s own interests
- increase pupils’ ability to make judgments on musical quality
- help the children to acquire the knowledge, skills and understanding needed to make music, for example in community music-making
- develop the pupils’ skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, aesthetic sensitivity, perseverance, self-confidence and perception
- promote positive attitudes towards, and enthusiasm for, music work in school
- develop children’s social skills and awareness when they make music together
- develop each of the interrelated skills of performing, composing and appraising in all activities.

Saltus 3 to Saltus 6:

Pupils follow the main objectives of the National Curriculum for Music. The children enjoy experiences which enable them to:

- listen and respond physically to many different kinds of music with increasing confidence, skill and expression
- play musical instruments and sing a variety of songs from memory
- add accompaniments
- create, improvise and develop short compositions, with increasing confidence, imagination and control, performing to a group or class
- explore, and enjoy, the way sounds and silence can create different moods and effects
- explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from varying cultures and times.

Assessment of Skills:

Series grades are not awarded for music in the Lower and Upper Primary; rather, effort grades are used. The purpose of assessment in music is to promote growth, and a range of assessment techniques are used by the teacher. Some of these are based on observation of students and their participation in class or when students are involved in rehearsal, performance or demonstration, or responding to music. Students are also evaluated on their willingness to answer questions and whether or not they can offer solutions to musical problems. Recorder books are sent home with years 5 and 6 when students have completed "Me and My Recorder" Book 1 and 2. Students are required to play three pieces from their books and their parents write comments about their performance. The books are then returned to the teacher. This process has been extended to the year 4's and 6's this academic year.

PRIMARY ICT

Saltus Lower Primary uses the framework of the National Curriculum Key Stage 1 guidelines for ICT. We give cross curricula opportunities to extend and enhance teaching and learning through the use of ICT and the use of Smartboards. The children at Saltus Lower Primary are given opportunities to develop a range of skills necessary for them to be at ease with ICT and competent in its use.

Curriculum Overview

During Key Stage 1, pupils are provided with opportunities to explore ICT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work. They become familiar with hardware and software. They gain experience in using a Smartboard to enhance their learning.

Students in the Lower Primary learn that:

- although technology is often complex, it is simply "a way of doing things"
- about the impact of technologies in their lives and workplaces
- how to determine which processes, tools and techniques to use, and when to use them
- how to use and apply a variety of information and communication technologies to problem solving, decision making, inquiring and researching in the context of other subject matter.

Key Stage 1 Saltus 1 – Saltus 2

Pupils learn;

- how to select from and add to information they have retrieved for particular purposes
- how to plan and give instructions to make things happen
- how to try things out and explore what happens in real and imaginary situations e.g. trying out different colours on an image, using an adventure game or simulation.
- how to use a Smartboard to enhance their learning

The Upper Primary ICT curriculum presents concepts within three interrelated categories:

- communicating, inquiring, decision making and problem solving
- foundational operations, knowledge and concepts
- processes for productivity.

Appropriate computer-based software tools are:

- word processing

- database
- spreadsheet
- draw/paint/graphics applications
- Internet browser
- email
- multimedia applications

Assessment of skills

Saltus does not use formal grading of skills at the Lower Primary levels. In Upper Primary, teachers' observations result in the awarding of effort grades:

1	Excellent,
2	Very Good
3	Good,
4	Fair
5	Needs Improvement

In addition, the following methodologies for assessment are employed:

- Individual pupil portfolios (stored in the computer lab)
- Individual pupil skill sheets
- Key Stage 2 assessment scheme
- S5 and S6 students undertake an end of year exam

PRIMARY ART

There is no subject specialist in the Primary Department at Saltus and therefore Art lessons are often reflective of personal teacher enthusiasms or capacities. In addition, the subject is used by teachers in support of other subject topics – primarily in Humanities. This cross-curricular opportunity is seen as very valuable. While the art room in Upper Primary is available, classes often take place within the classroom.

The following curriculum information is taken from the National Curriculum guidelines for the subject and is not reflective of standard practice in Saltus Primary at this time. As our curriculum review continues, we will move to a consistent observation of the principles expressed here and this may require an adjustment to staffing at this level in order to secure the delivery of the subject.

Art offers opportunities to:

- stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world;
- develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings;
- explore ideas and meanings in the work of artists, craftspeople and designers, and help pupils to learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures;
- help children to learn how to make thoughtful judgments and aesthetic and practical decisions and become actively involved in shaping environments.

Curriculum Overview

During Key Stage 1, pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art and craft in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

During Key Stage 2, pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art and craft in different times and in different cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Knowledge, Skills and Understandings

Saltus 1 and 2 (Key Stage 1)

Exploring and developing ideas

Pupils are taught to:

- record from first-hand observation, experience and imagination, and explore ideas
- ask and answer questions about the starting points for their work, and develop their ideas.

Investigating and making art, craft and design

Pupils are taught to:

- investigate the possibilities of a range of materials and processes
- try out tools and techniques and apply these to materials and processes, including drawing
- represent observations, ideas and feelings, and design and make images and artefacts.

Evaluating and developing work

Pupils are taught to:

- review what they and others have done and say what they think and feel about it
- identify what they might change in their current work or develop in their future work.

Knowledge and understanding

Pupils are taught about:

- visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space
- materials and processes used in making art, craft and design
- differences and similarities in the work of artists, craftspeople and designers in different times and cultures [for example, sculptors, photographers, architects, textile designers].

Saltus 3 – 6 (Key Stage 2)

Exploring and developing ideas

Pupils are taught to:

- record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes
- question and make thoughtful observations about starting points and select ideas to use in their work
- collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.

Investigating and making art and craft

Pupils are taught to:

- investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
- apply their experience of materials and processes, including drawing, developing their control of tools and techniques
- use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

Evaluating and developing work

Pupils are taught to:

- compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- adapt their work according to their views and describe how they might develop it further.

Knowledge and understanding

Pupils are taught about:

- visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised for different purposes
- materials and processes used in art and craft and how these can be matched to ideas and intentions
- the roles and purposes of artists, craftspeople and designers working in different times and cultures

PRIMARY PHYSICAL EDUCATION:

Physical Education affords the opportunity to improve children's skills in a way that will create a lifelong commitment to activities and sport, and promote a healthy lifestyle.

- To help children to avoid the complications associated with inactivity in adulthood by exposing them to a wide variety of activities, some of which we hope they will continue after leaving school.
- To develop self-esteem and self-confidence.
- To develop a sense of fair play and sportsmanship, recognizing the success of others.
- To provide an opportunity for children to develop their social skills and understand the importance of rules.
- To promote health and safety.
- To provide the less academically gifted students with the opportunity to find success that may not exist for them in other areas of the curriculum.
- To help children manage the emotional highs and lows of competitive play.

Curriculum Overview.

Children in the Lower Primary are taught:

- to develop physical competence and confidence.
- to perform a range of activities and the opportunity to be creative,
- to meet different challenges – as individuals and in groups and teams.
- to promote positive attitudes towards active and healthy lifestyles.
- to understand the limits of, and their relationship with, their own bodies.
- to be aware of the space around them and the ground (floor) beneath their feet.
- Safety Rules for class organization, the apparatus on the field and in the gym.
- Working with others safely and with good sportsmanship and camaraderie.

Foundation:

In Foundation we focus on the development of gross motor and locomotor skills through field activities and the climbing equipment in the hall. Eye-hand and eye-foot co-ordination skills are worked on through ball games

Saltus 1 and Saltus 2:

- Gymnastics floor work
- The use of large gym apparatus in order for the children to develop large motor skills as well as awareness of others
- Movement, rhythm and travelling
- Games to develop skills and knowledge of the game, including basic football, rugby, basketball, hockey, rounders, softball, cricket, volleyball, badminton, tennis and Frisbee.
- Field activities, in preparation for the annual Sports Day

S3 students:

Gymnastics, dance, swimming, cross-country, track and field, basketball and games. Games include soccer, tennis, cricket and indoor invasion games.

S4 students:

Gymnastics, dance, swimming, cross-country, track and field, basketball and games. Games include soccer, tennis, cricket and indoor invasion games.

S5 students:

Gymnastics, dance, swimming, cross-country, track and field, and games. Games include soccer, rugby, netball, basketball, field hockey, softball, tennis, cricket and indoor invasion games.

S6 students:

Swimming, cross-country, track and field, and games. Games include soccer, rugby, netball, basketball, field hockey, softball, tennis, cricket and indoor invasion games.

Assessment:

- Students are assessed on a day-to-day basis, grading their performance so they may safely move on to the next level.
- They are assessed on their ability to perform in different events for inclusion in the most appropriate events on Sports Day.
- This information is made available to parents via the Report Cards.