



# Marner Primary School Silver Award Evidence Pack

# STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

# STRAND A – contents

- Link to school website
- Example of Curriculum Overview
- Lesson plans
- Photographs of children's work
- Global Teacher Award training powerpoints
- Links to assembly plans and powerpoints
- Examples of parental engagement (e.g. leaflets, newsletters, workshops, twitter)

# OUTCOME 1

1. Children, young people and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.

- **Marner School Website:** <https://www.marnerprimary.com/our-school/rights-respecting-schools>
- **Example of establishing Week lesson plans:**  
[https://docs.google.com/document/d/1TuluwNpEPaCXS4ONvb0E-eQSC4kAocQph\\_fLTMC\\_w2k/edit?usp=sharing](https://docs.google.com/document/d/1TuluwNpEPaCXS4ONvb0E-eQSC4kAocQph_fLTMC_w2k/edit?usp=sharing)  
[https://docs.google.com/document/d/1ZXZ\\_H3OfMyY1i7ZfoBt0J7LoJtLVgf3hc\\_tHHIJAQc/edit?usp=sharing](https://docs.google.com/document/d/1ZXZ_H3OfMyY1i7ZfoBt0J7LoJtLVgf3hc_tHHIJAQc/edit?usp=sharing)
- **Global Teacher Training Powerpoints:** <https://drive.google.com/file/d/1oOxzaLB-LKpb7qSyM8KAJu5MI-RTYkjB/view?usp=sharing>  
<https://drive.google.com/file/d/19VxHoNAskI5yPO9RUSuAFsRBaPHPM7kl/view?usp=sharing>
- **Example of Curriculum Overview:**



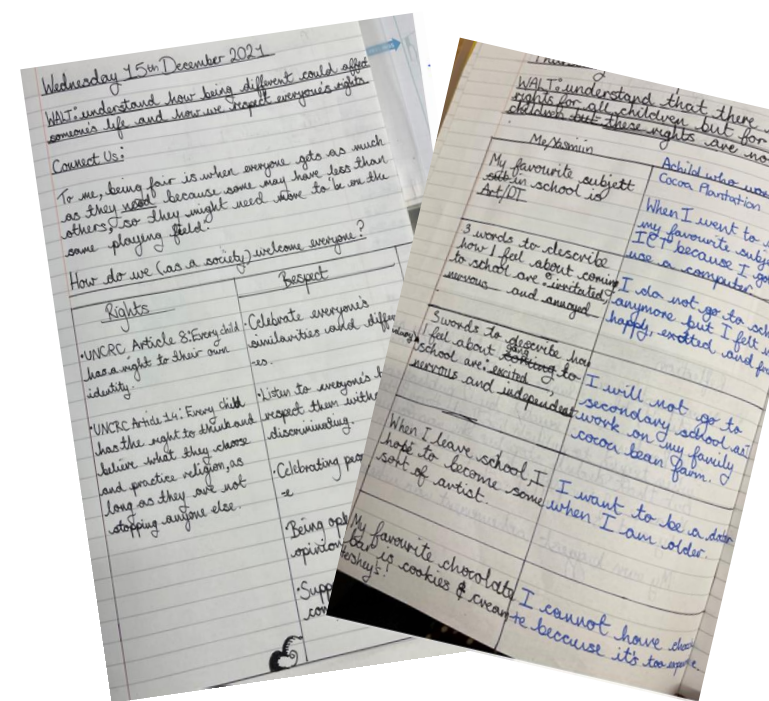
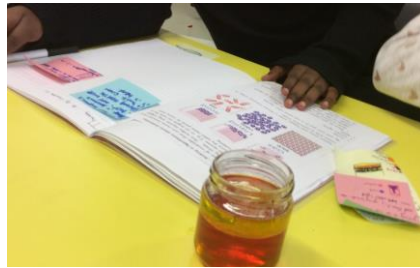
	Autumn Term		Spring Term		Summer Term	
	Aut 1	Aut 2	Sp 1	Sp 2	Su 1	Su 2
Science		Animals including humans: the circulatory system <b>UNCRC Article 24: health and health services</b>	Electricity: understanding and representing circuits <b>Global Goals 7: affordable and clean energy</b>  Light: the properties of light (understood through using the example of the eye and how we see)	Living things and their habitats: classification systems  Evolution and Inheritance: living things have changed over time incl. characteristics passed from parent to offspring and adaptation	Evolution and Inheritance: living things have changed over time incl. characteristics passed from parent to offspring and adaptation  <b>UNCRC Article 6: life, survival and development</b>	
Working scientifically: during years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content - 6 areas identified <b>National Curriculum - Year 6 Programmes of Study</b>						
Geography	Locational Knowledge: Identifying countries involved in the conflicts <b>UNCRC Article 38: war and armed conflicts</b>	<b>RGS: Map Skills 6</b>	Place Knowledge: Studying a small area of the UK <b>UNCRC Article 7: birth registration, name, nationality, care</b>	Physical Geography: Biomes	Physical Geography: Biomes  Human Geography: Settlements and Land Use (Local Area - Mile End Park) <b>UNCRC Article 27: adequate standard of living</b>	Human Geography: Settlements and Land Use (Local Area - Mile End Park)
<b>National Curriculum - Geography Programmes of Study: Geographical skills and fieldwork</b>						
History	WW1: significance of the poppy and events leading up to the conflicts	WW2: The Blitz and local history <b>UNCRC Article 22: refugee children</b>				WW2: The Blitz and local history - revisited with a Geography focus
<b>National Curriculum - History Programmes of Study: concepts, skills...</b>						
English <b>Core text: Anti-Racist Approach</b>	Private Peaceful: Michael Morpurgo <b>UNCRC Article 38:</b>	Rose Blanche: Roberto Innocenti <b>UNCRC Article 12: respect for the views of the child</b>	Coraline: Neil Gaiman <b>UNCRC Article 9: separation from parents</b>	The Lost Words: Robert McFarlane <b>Global Goals 15: Life on Land</b>	The Night Bus Hero: Onjali Q. Rauf <b>UNCRC Article 12: respect for the views of the child</b>	Break the Mould: Sinead Burke Cloudbusting: Malorie Blackman

Music	Music and Emotion	Electronic Music	Year 6 Production: music and singing
Art	Charcoal drawings and prints: Paul Nash <b>UNCRC Article 6: life, survival and development</b>		Tonal paintings and sketching (light and shadow)
D&T	2D Blitz dioramas Anderson Shelters <b>UNCRC Article 27: adequate standard of living</b>	Model lighthouses with working circuits	Year 6 Production: set design, costumes and props

Maths <b>National Curriculum - Maths Programmes of Study</b>	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number Fractions Geometry: Position and Direction	Number: Decimals Number: Percentages Number: Algebra	Measurement: Converting Units Measurement: Perimeter, Area and Volume Number: Ratio	Geometry: Properties of Shape Statistics	Problem Solving and Investigations
<b>UNCRC Article 28: right to education</b>						
Computing Teach Computing	Communication <b>UNCRC Article 17: access to information from the media</b>	3D Modelling <b>UNCRC Article 27: adequate standard of living</b>	Web Page Creation <b>UNCRC Article 12: respect for the views of the child</b>	Spreadsheets	Variables in Games <b>UNCRC Article 31: leisure, play and culture</b>	Sensing
Indoor PE <b>UNCRC Article 24: health and health services</b>	Gymnastics X Working together - matching, mirroring and contrasting	Gymnastics Y Working together - Synchronisation & Canon	Dance Unit 3 27 - The Rainforest 28 - Hunting in Unknown territory	Gymnastics Z Working Together - Holes & Barriers	Dance Unit 29 - Flight From Danger	Gymnastics A* Counter Balance & Counter Tension
Outdoor PE <b>Incl Outdoor Learning</b>	Athletics Unit 1	Games Unit 2 - Net/Court/Wall Games (Volleyball & Tennis)	Games Unit 1 - Invasion Games, Implement & Kicking (Hockey and Soccer)	Games Unit 4 - Invasion Games, Ball Handling (Netball, Basketball, Rugby)	Athletics Unit 2	Games Unit 3 - Striking/Fielding Games
RE <b>Tower Hamlets Agreed Syllabus</b> <b>UNCRC Article 14: Freedom of thought, belief and religion</b>	Key Question U2.3 What do religions say to us when life gets hard?	Key Question U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?	Key Question U2.7 What matters more to Christians and Humanists?	Key Question U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?		
Jigsaw	Being Me in My World <b>UNCRC article 8: protection and preservation of identity</b>	Celebrating Difference <b>UNCRC article 2: non-discrimination</b>	Dreams and Goals <b>UNCRC article 6: life, survival and development</b> <b>UNCRC Article 29: goals of education</b>	Healthy Me <b>UNCRC Article 24: health and health services</b>	Relationships <b>UNCRC Article 7: birth registration, name, nationality, care</b> <b>UNCRC Article 15: freedom of association</b> <b>UNCRC Article 18: parental responsibilities and state assistance</b>	Changing Me <b>UNCRC Article 13: freedom of expression</b> <b>UNCRC Article 24: health and health services</b> <b>UNCRC Article 28: right to education</b>

	war and armed conflicts					<b>UNCRC article 8: protection and preservation of identity</b>
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# OUTCOME 1 - Example of Children's Work

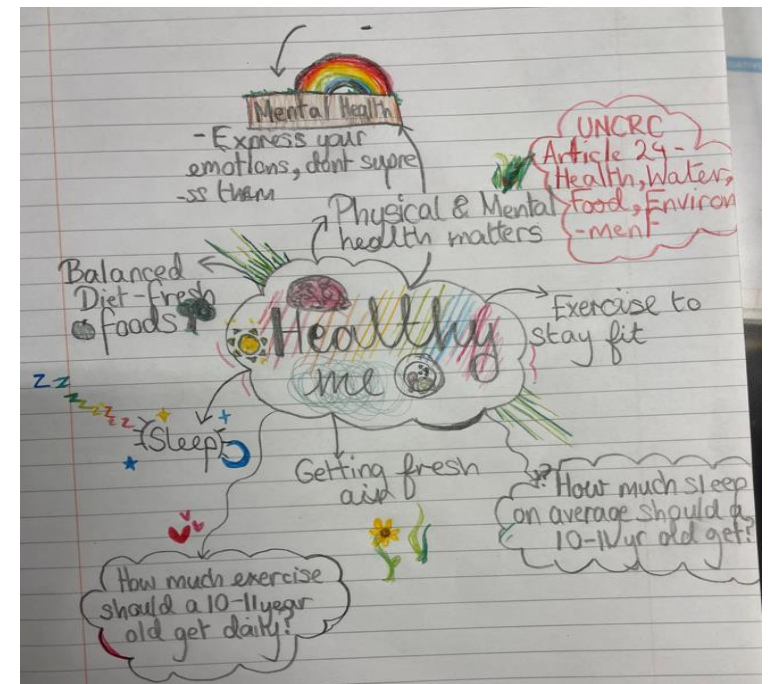


WAL J: discuss our opinions with evidence.

Was the mother right to through-throw her baby off the train?

I am sure that the mother of Erika was desperate and clutched and clinging to her flicking beacon of hope. Huddled together on that click-clacking freight car must have been abysmal. What were her intentions? Did she even want to toss her lot? There were probably throngs of people, drowning in the mass of other Jews. How did her mother feel? While Erika's family were on a hazardous train ride to grave, Erika, luckily, was thrown onto a patch of distorted, green grass with hope of breathing. When I think about it, I think grief plagued over that petit carriage storing Erika's family. What if they died? What if they got bogged? What if they were gassed? What if they saw the stupid, ugly face of Hitler? What she done was a selfless act. She done a heroic act on her way to death. Now, I'll ask you, how would you feel in those boots of Erika's parents? What if you were them? Just think. Would you sacrifice all of that, so someone could see, touch, smell, speak and hear, but most of all, smile?

In the UNCR article 18 and 19, it reminds us about the responsibility of parents to look after their children and must always do what best for them. So was the mother really doing what's best for her child or was she neglecting her.



# OUTCOME 1 - Example of Newsletter and children's learning

<https://drive.google.com/file/d/1WQZxpWktJ6JyzWQAk2Obfx451F65hBy/view?usp=sharing>



**MARNER PRIMARY SCHOOL**  
The Story of Us

UNICEF RIGHTS RESPECTING SCHOOLS

Newsletter to Parents and Carers  
11.02.22

Wishing you and your families a happy and healthy half term break! See you back at school on, **TUESDAY 22<sup>ND</sup> FEBRUARY**



Dear Parents and Carers,

Thank you for all your support in ensuring your children attend school and are ready to learn and achieve well. It is very much appreciated. The many conversations we have each day all help us to focus on ensuring we can offer all the children what they need to do well and feel they belong. At times this may feel challenging, but when we work together we do find positive ways forward and are able to overcome moments of struggle.

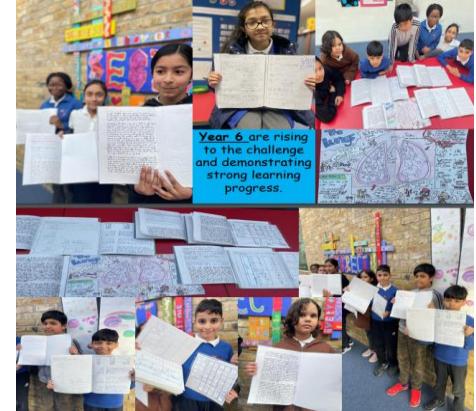
This half term has been very important in terms of measuring the progress your children have been making since the start of the school year. Every child at Marner has made progress. We measure this in many ways, from learning, to engagement and wellbeing, to the way they express themselves in conversation.

Our children have welcomed a range of visitors to the school this half term and continue to show they understand what it means to be a Rights Respecting School. I am always very proud of the way they represent themselves when talking about our school and how they see themselves as young people.

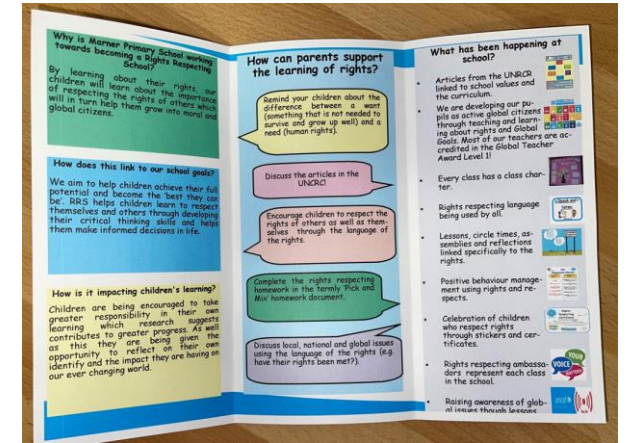
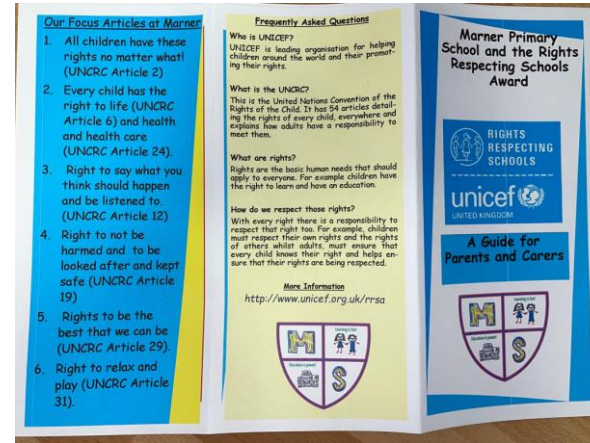
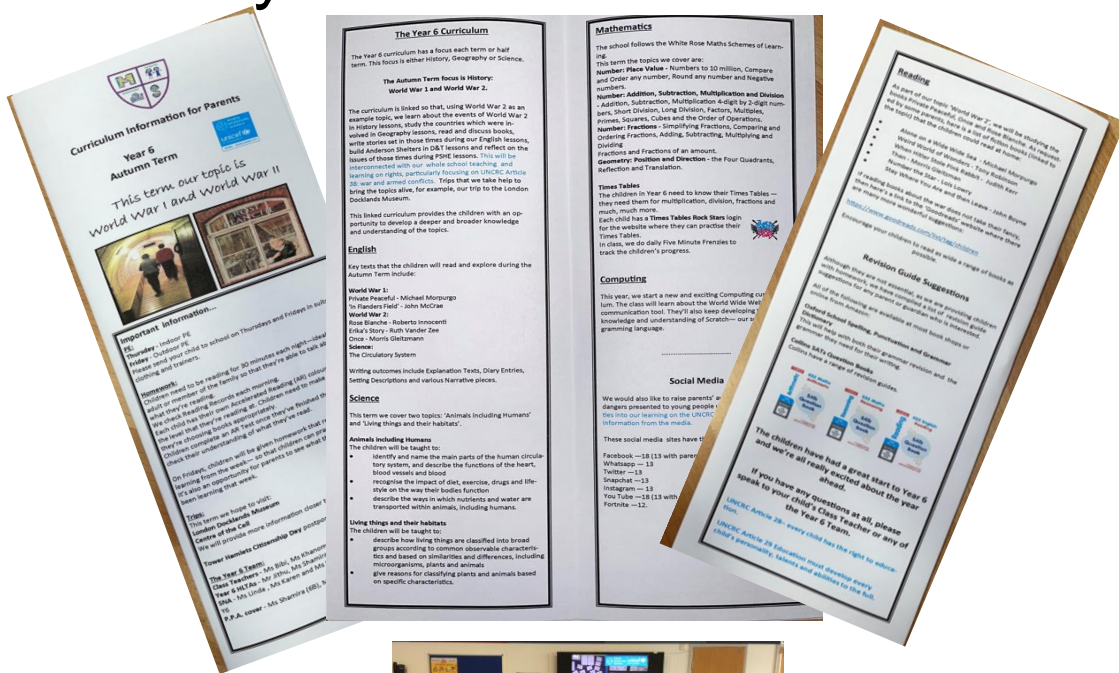
After half term we will be bringing back assemblies and looking further at our provision at playtimes. We have listened to parents and continue to challenge ourselves to provide opportunities for children to feel even happier and more successful at playtimes. Every child has the right to play, to feel safe and to know that there are always adults they can talk to.

We will be holding parent consultations in the week beginning the 14<sup>th</sup> March, where we will further share the progress and next steps in your child's learning journey. I hope you enjoy the pictures, which are a celebration of a love of learning at Marner, the Story of Us.

We wish you a happy and safe half term break. See you all back on Tuesday 22<sup>nd</sup> February.



# OUTCOME 1 - Example of parent leaflets, parent coffee mornings, assembly PP and Twitter



<https://twitter.com/marnierprimary>

[https://docs.google.com/presentation/d/1\\_V2X2Lp1AGTGsitFYfwuUginTZ2utltP1LYkDPSvtI/edit?usp=sharing](https://docs.google.com/presentation/d/1_V2X2Lp1AGTGsitFYfwuUginTZ2utltP1LYkDPSvtI/edit?usp=sharing)

## Examples of assemblies:



[https://docs.google.com/presentation/d/1X12m5AfksZ4kGFDZAqMTDp2\\_rgJIUhc-3eguqVMWek/edit?usp=sharing](https://docs.google.com/presentation/d/1X12m5AfksZ4kGFDZAqMTDp2_rgJIUhc-3eguqVMWek/edit?usp=sharing)

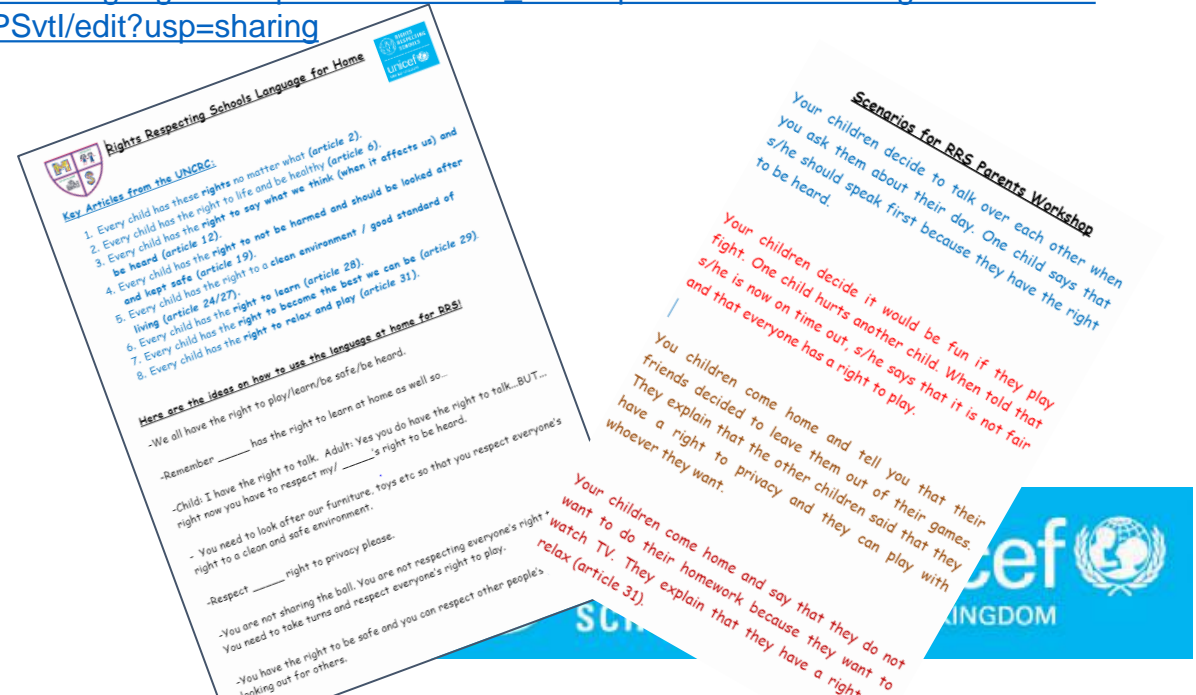
[https://docs.google.com/presentation/d/1SQ71n9ZM6b8T\\_dz9Yys-8Kx9kOI6VuzUAIYdWdpl8Wk/edit?usp=sharing](https://docs.google.com/presentation/d/1SQ71n9ZM6b8T_dz9Yys-8Kx9kOI6VuzUAIYdWdpl8Wk/edit?usp=sharing)

<https://docs.google.com/presentation/d/1buDJWg76Ruti0UBMYZs2Nh2F-w65mQoRODubmxSBALo/edit?usp=sharing>

[https://docs.google.com/presentation/d/1CsXoU0GAWxDFxT3gQ7kq-WzOr\\_FIZweU/edit?usp=sharing&oid=115162958338471702729&rtopf=true&sd=true](https://docs.google.com/presentation/d/1CsXoU0GAWxDFxT3gQ7kq-WzOr_FIZweU/edit?usp=sharing&oid=115162958338471702729&rtopf=true&sd=true)

[https://docs.google.com/presentation/d/13\\_4m7UL\\_b1Rozxn\\_CKJOKPa8WH4Wslrx3\\_hwievc4/edit?usp=sharing](https://docs.google.com/presentation/d/13_4m7UL_b1Rozxn_CKJOKPa8WH4Wslrx3_hwievc4/edit?usp=sharing)

<https://docs.google.com/presentation/d/1wecnHRIYdYQXWDCPge3g1wxSlkv4VwV954cj4CYvPE/edit?usp=sharing>



# STRAND B - TEACHING AND LEARNING THROUGH RIGHTS: ETHOS AND RELATIONSHIPS



# STRAND B - contents

- Policy documents and school development plans – with the links to rights highlighted
- Vision and Values
- Staff training PP
- Rights Respecting Language Prompt sheet
- Marner Focus articles poster
- Photographs of Charters
- Feedback from Pupil Survey
- Marner Statement
- Links to Videos on what makes us feel safe at Marner
- Photos of Play leaders/lunchtime ambassadors
- E-safety work and contracts
- Photograph of travel safety workshop
- WWW box and family worry box template
- School newsletters
- Outright campaign and World Mental Health Day, Mental Health Awareness Day Outcomes and Mental Health Week photographs
- Shine Saturday School weblink
- Anti Bullying Week resource
- Parental Engagement photograph of food packs for vulnerable families
- Jigsaw (PSHE and RSE) and Science photograph of learning and PP
- Inclusion
- Community Cookbook weblink
- Recipe of Me Poems and weblink to performing the poems
- World Children Day take over
- Establishing Week resources on identity
- The Linking Network- examples of work over the years
- School Councillors, Lunchtime Ambassadors and A child's perspective weblinks
- Oracy at Marner- photographs and PP

# OUTCOME 2

In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.

<https://www.marnerprimary.com/our-school/vision-and-goals>

## School Goals

Autumn 2020 – Summer 2022

### Three stages of recovery

- Establishing and enabling safety
- Retelling the story
- Reconnecting with others

**They can only take place within the context of relationships and by focusing on what can be controlled rather than what cannot (HERMAN 1998)**

### School Goal One – Wellbeing – A thriving school community

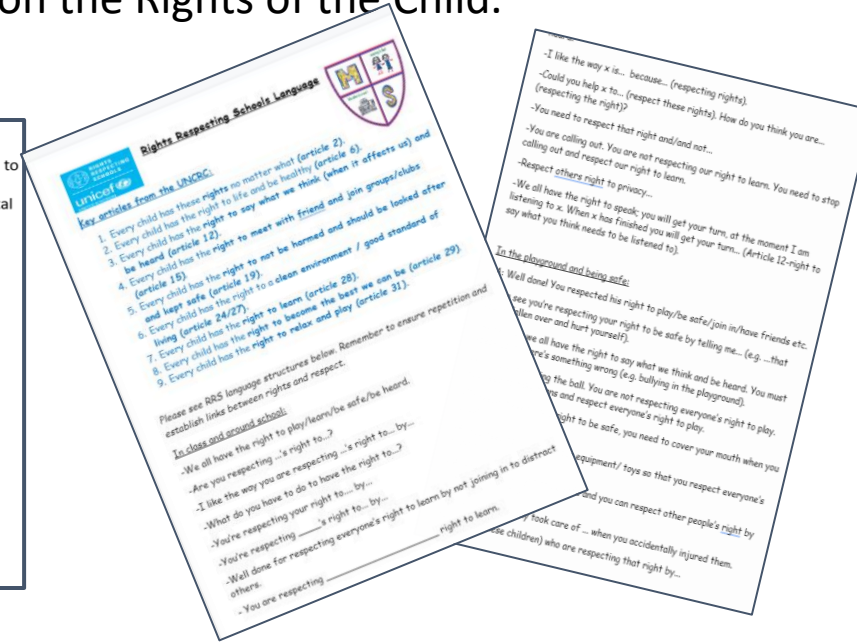
- To continue building the capacity for all children, families, staff and the wider community to feel valued and energised to work and learn in a happy, safe environment where all can grow (i), (ii) & (iii)
- To support our experiences and learning from the COVID19 pandemic through improving on strong provision for mental health and wellbeing (ii)
- To focus on 'The Rights Respecting Schools' curriculum as a means of explicitly teaching and supporting our children, through a shared ethos and common language (ii) & (iii)
- To strengthen further the schools ethos around behaviours for learning, so all children are 'Ready to Learn' and understand what this looks like (ii) & (iii)

### School Goal Two - Marner Curriculum

- To ensure that a recovery curriculum is in place for all children, supported appropriately using internal and external resources (ii) & (iii)
- To ensure all groups of children are successful in building on their learning and make a sustained improvement in reading, writing & maths (ii) & (iii)

### School Goal Three – Inclusion & Equalities

- To ensure that recovery planning outcomes for all groups is considered with an emphasis on consistency and more equality of impact in reading, writing and maths (ii) & (iii)
- To foster a sense of community in which all pupils and staff are valued and can thrive through promoting equal opportunities, valuing diversity and tackling social exclusion (i), (ii) & (iii)



### Example of staff training:

<https://docs.google.com/presentation/d/1TCvai3XJgq3SFxijVrI75IwY5p5LnJSFHck4qdXczhs/edit?usp=sharing>

### Examples of policies:

<https://www.marnerprimary.com/policies/behaviour>

<https://www.marnerprimary.com/policies/anti-bullying>

<https://docs.google.com/document/d/1gz-a1J6ZR8ljv0-eR9ST3JVPSXO8qmyaORgLQOHsPec/edit?usp=sharing>

<https://docs.google.com/document/d/1lvAP6V90DVdDocli7E5x97vSD728kGgOd9A5uU3RhYg/edit?usp=sharing>

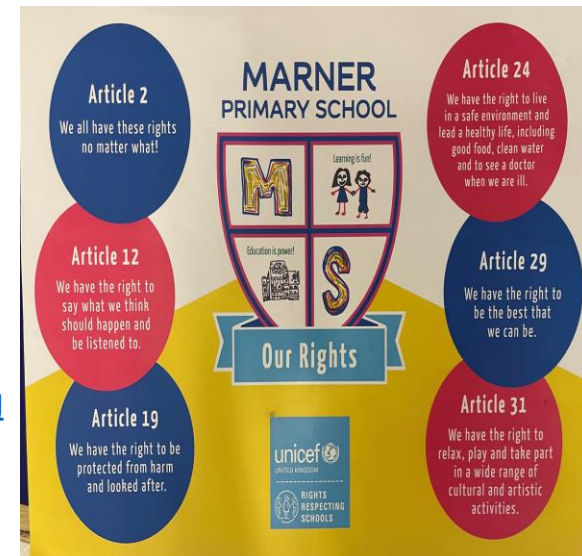
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[https://docs.google.com/document/d/1ShZX9Da3ZSMD2JZzOO\\_y5jgENhoi2ESIZ09W72bcVuY/edit?usp=sharing](https://docs.google.com/document/d/1ShZX9Da3ZSMD2JZzOO_y5jgENhoi2ESIZ09W72bcVuY/edit?usp=sharing)

<https://docs.google.com/document/d/1B-DyLNj4qgRHGyfbponQsgOtXagcLrDdJXA1nKwwEzE/edit?usp=sharing>

[https://docs.google.com/document/d/1bSo0\\_yAG5z2aFFdxs4ssgojLbPOgX4\\_wYsPjcB7Fk0w/edit?usp=sharing](https://docs.google.com/document/d/1bSo0_yAG5z2aFFdxs4ssgojLbPOgX4_wYsPjcB7Fk0w/edit?usp=sharing)

[https://docs.google.com/document/d/1GSFpE9jzqA5OR6vtcW3VIYIQZM35AXSP\\_tJ-hR5sBLY/edit?usp=sharing](https://docs.google.com/document/d/1GSFpE9jzqA5OR6vtcW3VIYIQZM35AXSP_tJ-hR5sBLY/edit?usp=sharing)



# OUTCOME 2- Charters Across the School

<https://www.marnerprimary.com/our-school/rights-respecting-schools>







## Our Assembly Charter



We have the RIGHT to:	We RESPECT these rights by:
<p><b>An education</b> <small>(article 28)</small></p>	<p>Being the <b>best</b> that we can be.</p>
<p><b>Speak and be heard</b> <small>(Article 12)</small></p>	<p><b>Actively listening</b> and respecting each others ideas and views.</p>
<p><b>Relax, play and take part in a wide range of cultural and artistic activities</b> <small>(article 31)</small></p>	<p>Following <b>instructions</b> carefully</p>
<p><b>Meet with other children and to join groups</b> <small>(article 15)</small></p>	<p>Staying <b>focussed</b> and participating</p>
<p><b>Meet with other children and to join groups</b> <small>(article 15)</small></p>	<p>Working <b>together</b> and including everyone.</p>



## Marner Playground Charter



We have the RIGHT to:	We RESPECT these rights by:
<p><b>Meet</b> with other children and to <b>join groups</b> <small>(article 15)</small></p>	<p>Allowing others to <b>join in and play</b> whilst being kind and friendly</p>
<p><b>Relax and play</b> <small>(article 31)</small></p>	<p>Picking up <b>rubbish</b> from the floor and using <b>safe</b> hands</p>
<p><b>Clean, safe environment</b> <small>(article 24)</small></p>	<p><b>Being cared for</b> by responsible adults and/or peer mediators and reporting any problems to them</p>
<p><b>Speak and be heard</b> <small>(Article 12)</small></p>	<p><b>Listening</b> to others and following instructions</p>
<p>Develop our <b>personality, talents and abilities</b> to the full <small>(articles 29)</small></p>	<p><b>Sharing</b> equipment fairly.</p>

# OUTCOME 3

Relationships are positive and founded on dignity and a mutual respect for rights.

" All children around the world have rights."

"RRSA has helped make our behaviour better!"

" I know lots about rights."

"We have the right to learn and play."

Feedback from Spring term RRSA children's questionnaire

" Respecting rights helps us all be kind and fair."

" We respect each others' right to learn."

" I now know I have rights which need to be respected too."

" I respect rights in school and I'm doing it at home too."

# OUTCOME 3 - Marner Statement



Marner Primary School is a rights respecting school where we learn about rights (and respect), through rights (ethos and relationships) and for the rights of all children (participation and social justice).

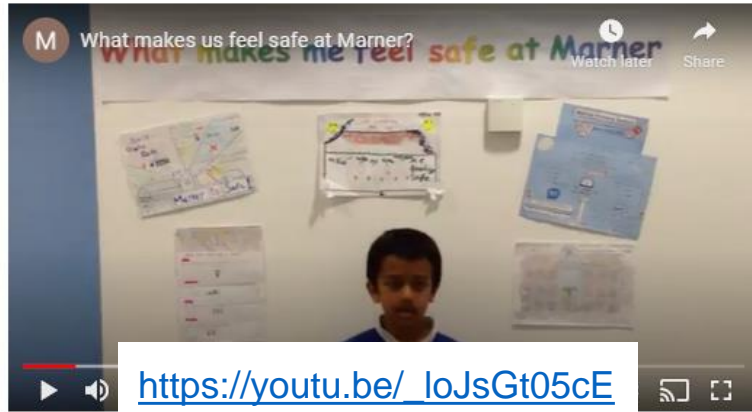
Our school is made up of many different families from a range of different backgrounds, contexts, faiths, beliefs and cultures. Members of our school community speak a range of languages and we take a child-centered approach where every child is valued as an individual.



# OUTCOME 4

Children and young people are safe and protected and know what to do if they need support.

<https://www.marnerprimary.com/our-school/safeguarding>  
What makes us feel safe at Marner?



<https://www.marnerprimary.com/parents/online-safety>

**DigiSafe** Acceptable Use Policy (AUP) for EYF5 and KS1 PUPILS

My Class is called \_\_\_\_\_

[www.childrenscommissioner.gov.uk/digital/5-a-day/](http://www.childrenscommissioner.gov.uk/digital/5-a-day/)

To stay <b>SAFE</b> online and on our devices, we follow the Digital 5 A Day and:	✓
1. We only <b>USE</b> devices or apps, sites or games if a trusted adult says so	✓
2. We <b>ASK</b> for help if we are stuck or not sure	✓
3. We <b>TELL</b> a trusted adult if we are upset, worried, scared or confused	✓
4. If we get a <b>FUNNY FEELING</b> in our tummy, we talk to an adult	✓
5. We look out for our <b>FRIENDS</b> and tell someone if they need help	✓
6. We <b>KNOW</b> people online aren't always who they say they are	✓
7. Anything we do online can be shared and might stay online <b>FOREVER</b>	✓
8. We don't keep <b>SECRETS</b> or do <b>DARES AND CHALLENGES</b> just because someone tells us we have to	✓
9. We don't change <b>CLOTHES</b> or get undressed in front of a camera	✓
10. We always check before <b>SHARING</b> personal information	✓
11. We are <b>KIND</b> and polite to everyone	✓

Our trusted adults in school are \_\_\_\_\_  
We always tell our trusted adults at home if we are worried about something

✓ I will only use the devices I am allowed to use.

✓ I will ask a trusted adult before I use new websites, games or apps.

✓ I will ask for help if I'm stuck or not sure.

✓ I will be kind and polite to everyone online.

[www.childrenscommissioner.gov.uk/digital/5-a-day/](http://www.childrenscommissioner.gov.uk/digital/5-a-day/)

I have read and understood this agreement.  
If I have any questions, I will speak to a trusted adult. All adults in school can be trusted to support me and I can choose the people who I most trust to help me.

My trusted adults at school are \_\_\_\_\_  
Outside school, my trusted adults are \_\_\_\_\_

I know I can also get in touch with [Childline](http://Childline)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## Worry Box

WE

Everyone feels scared sometimes, whether you're a child or an adult. It's important that we take time to talk about the things that worry us to help us all feel safe and supported.

Find something in your home that you will use as a worry box. It could be a shoe box that you decorate together, an empty cereal box or something completely different – as long as it works for you and your family. Label it with the sign below, and print off the worry bubbles. Put them next to the box for anyone to anonymously write on, at any time they choose.

When you're all together, take some time to choose a worry from the box and talk about it together. Use the questions below to help guide the discussion. Try to keep the worries anonymous, but welcome everyone's input.

**Suggested discussion questions:**

- Why would this worry someone?
- How might we make this person feel better?
- How might this make them feel and act?
- What help can we give?
- Do others share this worry?



Let's talk about it!

Class: \_\_\_\_\_

Wonders (questions) ?

Worries ☹️

What if's suggestions! 💡

Don't bottle it up - put it in the box!

Something on your mind?

BOX

W.W.W. Box

W.W.W. Box

# OUTCOME 4 - continued

Example of Article of the Week PPs:

<https://docs.google.com/presentation/d/1pJGNXfGWWWA2RV1kIUvjqkFfCfiluoYv31wW9zNjAQ/edit?usp=sharing>

[https://docs.google.com/presentation/d/1VmIbKZyw3zqKa8MZsDWB\\_OQOLzvaDF4DEI1dzM-L5T4/edit?usp=sharing](https://docs.google.com/presentation/d/1VmIbKZyw3zqKa8MZsDWB_OQOLzvaDF4DEI1dzM-L5T4/edit?usp=sharing)

[https://docs.google.com/presentation/d/1SQ71n9ZM6b8T\\_dz9Yys-8Kx9kOI6VuZUAIYdWdpl8Wk/edit?usp=sharing](https://docs.google.com/presentation/d/1SQ71n9ZM6b8T_dz9Yys-8Kx9kOI6VuZUAIYdWdpl8Wk/edit?usp=sharing)



Newsletter to Parents and Carers  
19.03.21

## Keeping EVERYONE SAFE at school and at home:

HANDS FACE SPACE VENTILATE TEST VACCINATE

### DO NOT SEND YOUR CHILD/CHILDREN TO SCHOOL IF THEY ARE SHOWING THESE SYMPTOMS

#### Symptoms of coronavirus

If you have any of the main symptoms of coronavirus (COVID-19), get a test as soon as possible. **Stay at home until you get the result.**

#### The main symptoms of coronavirus are:

**A high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)

**A new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)

**A loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

Most people with coronavirus have at least 1 of these symptoms.

#### What to do if you have symptoms

**If you have any of the main symptoms of coronavirus:**

**Get a test** to check if you have coronavirus as soon as possible.

**You and anyone you live with should stay at home** and not have visitors until you get your test result – only leave your home to have a test.

**Anyone in your support bubble should also stay at home** if you have been in close contact with them since your symptoms started or during the 48 hours before they started.



22.02.2021

Enquiries: admin@marner.towerhamlets.sch.uk Tel: 0207 987 2938 Website: www.marnerprimary.com  
Twitter: @marnerprimary Fundraising: www.justgiving.com/marnerprimaryschool

#### Dates to remember:

Monday 22.02.21

All children return to remote learning

School is open to children of critical workers and vulnerable children

#### Attendance – School Target for 2020-2021: 96%+

Please ensure your child registers for their remote learning each day.  
A Whole school timetable is available on the next page.  
Registration takes place daily, either through Google Classroom in KS2 or Class Dojo in KS1 and EYFS.

#### THANK YOU TO EACH OF OUR FAMILIES!

Dear Mums, Dads and Carers,  
Welcome back to the second half of the spring term.

Whole School Daily Registration Times	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:30	Y2 Registration	Y2 Registration	Y2 Registration	Y2 Registration	Y2 Registration
9:30 – 10:00	Y5/6 registration	Y5/6 registration	Y5/6 registration	Y5/6 registration	Y5/6 registration
10:00 – 10:30	Y3/4 Registration	Y3/4 Registration	Y3/4 Registration	Y3/4 Registration	Y3/4 Registration
10:30 – 11:00	EYFS/Y1 Registration	EYFS/Y1 Registration	EYFS/Y1 Registration	EYFS/Y1 Registration	EYFS/Y1 Registration

### Top tips for good mental health and wellbeing

Youth Mental Health Ambassador, Dr Alex George has shared his 'top five tips' for young people's good mental health and wellbeing. This is live on the Department for Education's [YouTube channel](#). (Press control and click to access the video.)  
<https://www.youtube.com/watch?v=EaqC8DqIy8&feature=youtu.be>

- Clinical Psychologist, Dr Elizabeth Kilbey, shares practical tips for parents to support remote learning in this new [video](#). (Press control and click to access the video.)  
[https://www.youtube.com/watch?v=utmm\\_medium=email&utm\\_source=govdelivery&v=KZaC3Jsgb4Q](https://www.youtube.com/watch?v=utmm_medium=email&utm_source=govdelivery&v=KZaC3Jsgb4Q)

### Couch to fitness from Our Parks

**Get active from home with this free nine-week home fitness plan for beginners**

Now you can get active from your own home. Bit by bit, you'll feel fitter. It's amazing what a difference it can make! Our Parks have created a home fitness plan for beginners, involving three video sessions a week, with rest days in between.

Visit their [website](#) to learn more and join in.

<https://www.ourparks.org.uk/couch-to-fitness>

### Making meals on a budget

[BBC Good Food: Kids budget lunch ideas](#)

[BiteBack2030: Cook with Jack £15 weekly shopping list](#)

[NHS Change4Life: Lockdown lunches - easy low-cost recipes](#)

[Family Action: Ideas to feed your family during the COVID-19 lockdown](#)

enjoyed a restful break

Thank each of you for your efforts. We are proud to have engaged in their

worked through the most difficult times. We should be so proud

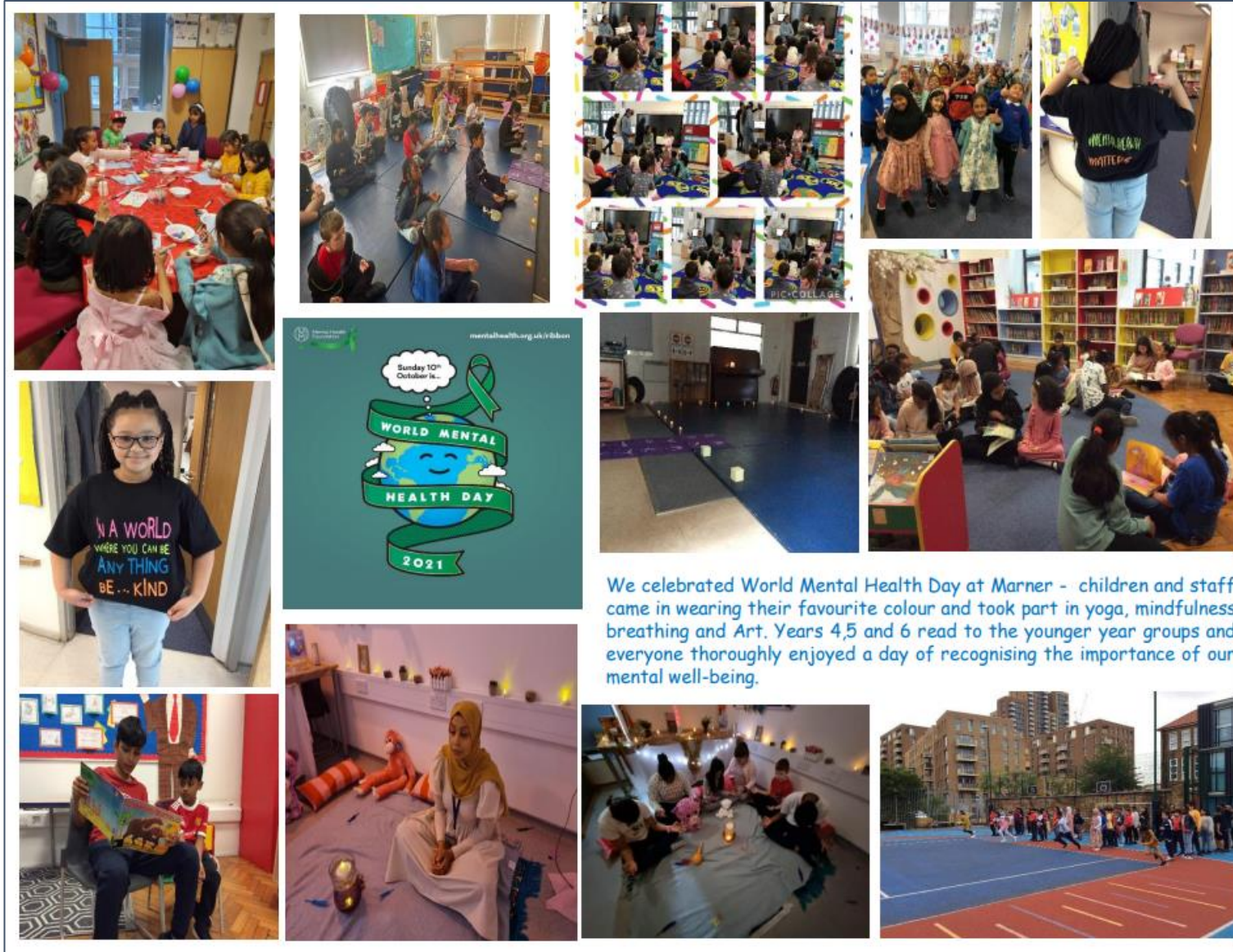
to engage with their learning across all subjects. [Website](#)

is working in schools - it is really challenging. Thanks to our staff, please [towerhamlets.sch.uk](#) for their support in remote learning!

through the Government up-coming reopening of schools.

# OUTCOME 5

Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.



We celebrated World Mental Health Day at Marner - children and staff came in wearing their favourite colour and took part in yoga, mindfulness breathing and Art. Years 4,5 and 6 read to the younger year groups and everyone thoroughly enjoyed a day of recognising the importance of our mental well-being.



We were really fortunate in that we succeeded in securing funding for SHINE to continue. The SHINE on Saturday programme at Marner provides 100 hours of additional and creative learning every year, designed to boost achievement levels. The project runs for 20 Saturdays a year, working with 50 students.



- What Saturday School aims to do**
- It exists for students to achieve more and enhance their learning;
  - It is designed to be distinctive from, but complementary to, the school week
  - We have students and tutors (instead of pupils and teachers), with small classes of mixed ages and mixed abilities.
  - We have older students to act as peer mentors from local Secondary Schools
  - We have Queen Mary University undergraduates working as mentor volunteers.
  - It emphasises excitement, enrichment and activity-based learning - each term has a main theme, supported by investigative learning in literacy, mathematics, science and technology.

- About Our School
- Calendar and Term Dates
- Governors
- Greener Marner
- Inclusion
- PE and Sport Premium
- Policies
- Pupil Premium
- Pupil Voice
- Rights Respecting Schools
- Safeguarding and Child Protection
- School Performance Data
- SHINE on Saturdays
- Vision and Goals

<https://www.marnerprimary.com/our-school/shine-on-saturdays>



# OUTCOME 5 - continued

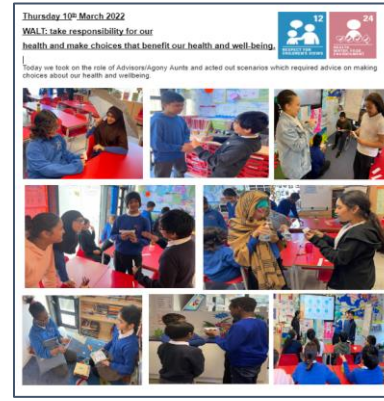
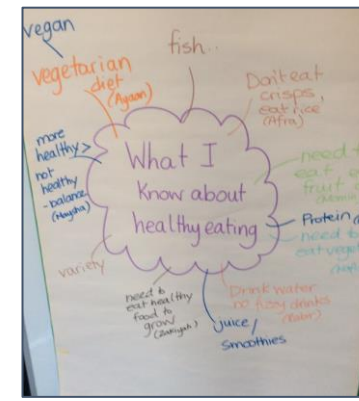
FOR EVERY CHILD  
**unicef**  
 UNITED NATIONS

**OUTRIGHT**  
 Speak out on children's rights

**WHAT IS MENTAL HEALTH AND WELLBEING?**

**Toolkit:**  
**Anti-bullying**

**HEADS TOGETHER**  
**MENTALLY HEALTHY SCHOOLS**

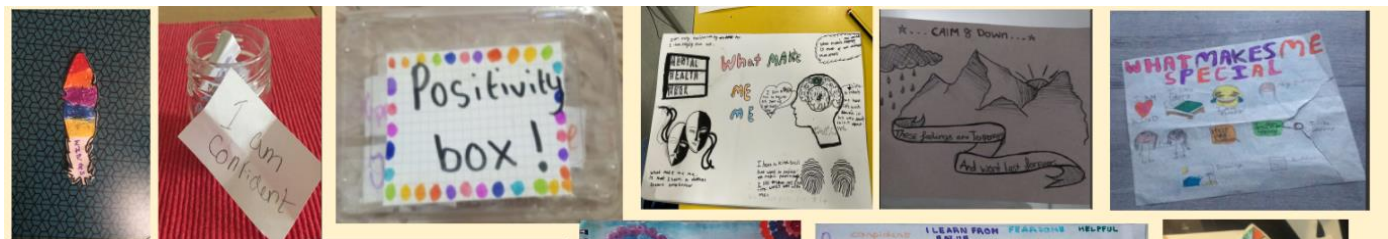


[https://docs.google.com/presentation/d/1RRbbkH8\\_oocmfLU\\_B33bC\\_qZywJasyE3Zk37gJpj4M/edit?usp=sharing](https://docs.google.com/presentation/d/1RRbbkH8_oocmfLU_B33bC_qZywJasyE3Zk37gJpj4M/edit?usp=sharing)

**PARENTAL ENGAGEMENT RESUMES AT MARNER** - Please visit our parent programme link on the website to view all the activities available to help you support your families and your own personal development.



**Food distribution from Tower Hamlets and Magic Breakfast for Marner families during half term.**  
 Marner Parental Engagement team, with the help of parent volunteers, distributed lots of healthy food bags. Thank you to Ahsana, Sayma, Johura and Rahana in particular for all your hard work.



Here are some wonderful ways Y6 created Children's Mental Health Week. The theme was 'Express Yourself' :)



## EYFS Changing me Lesson 2



**WALT:**

*identify some of the things we can do and the foods we can eat to be healthy.*

# OUTCOME 6

Children and young people are included and are valued as individuals.

<https://www.marnerprimary.com/our-school/inclusion>



Marner is a three form entry primary school, with a nursery, catering for the needs of a very wide range of pupils. The school also hosts a satellite autism/speech and language provision, with children attending on-site from Phoenix Special School. Please see the video below, which explains the excellent collaborative work between Phoenix Special School and Marner Primary, demonstrating our joint commitment to a learning model for social inclusion, we strongly believe benefits all our pupils.



A note to prospective parents, children do not gain entry to the Phoenix Satellite via Marner Primary School admissions. All admissions to the satellite are carefully thought through and are only open to

About Our School

Calendar and Term

Dates

Governors

Greener Marner

Inclusion

PE and Sport

Premium

Policies

Pupil Premium

Pupil Voice

Rights Respecting

Schools

Safeguarding and

<https://www.marnerprimary.com/community-cookbook>



Welcome to the Marner Community Cookbook.

Children and staff from our school have put together a collection of amazing recipes for their favourite dishes. Are you looking for **something to have for dinner** this evening? Or maybe a **sweet treat**?

What are you waiting for? Choose a category and get cooking!

Sweet

Savoury

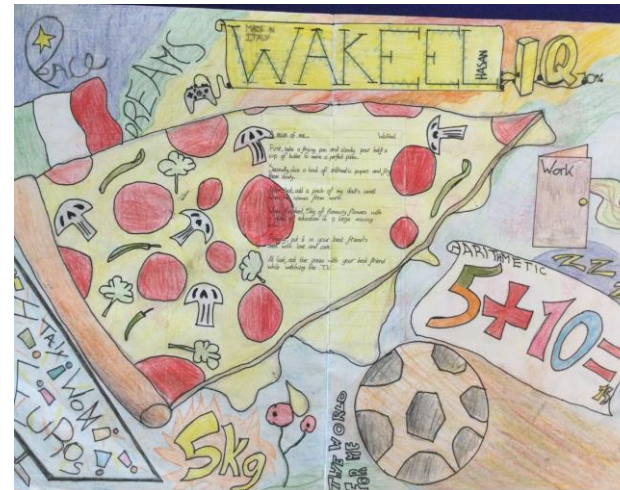
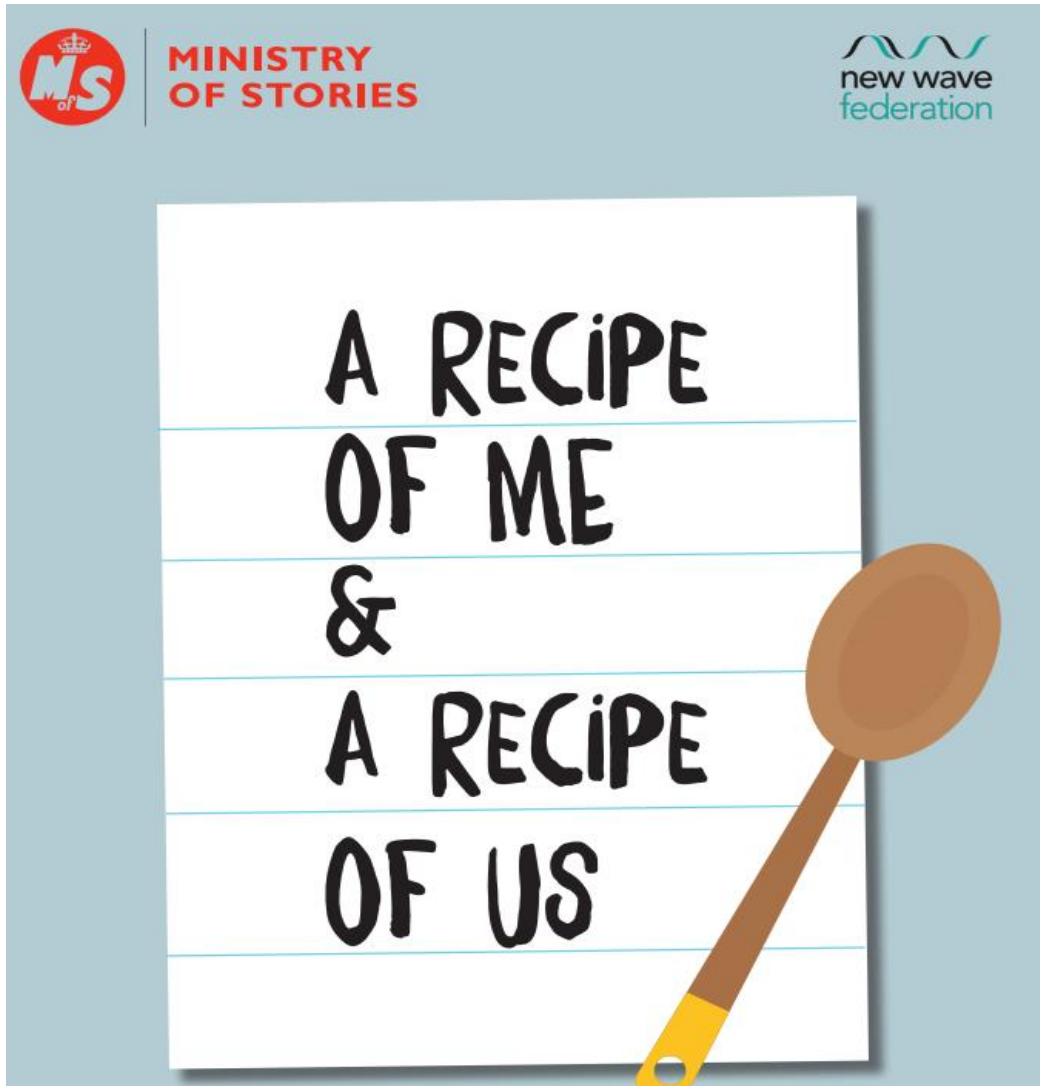
Fun

Videos



# OUTCOME 6

Children and young people are included and are valued as individuals.



Ministry of Stories, Recipe of Me Poems:

[https://www.youtube.com/playlist?list=PLiBmN\\_g\\_cS3u\\_XcgsEPluXBZ1oiJ2PFpf](https://www.youtube.com/playlist?list=PLiBmN_g_cS3u_XcgsEPluXBZ1oiJ2PFpf)

Establishing Week Identity Work:

<https://docs.google.com/presentation/d/1bQb6aYAIJiLEnc7vgjLjIVOvOADFePX/edit?usp=sharing&oid=115162958338471702729&rtpof=true&sd=true>

World Children's Day/ Takeover Day:

<https://docs.google.com/presentation/d/1lbnkjIV7o1fEW8Pu-SWAuOZ4Tn9yXiagNfWnJheqDA8/edit?usp=sharing>

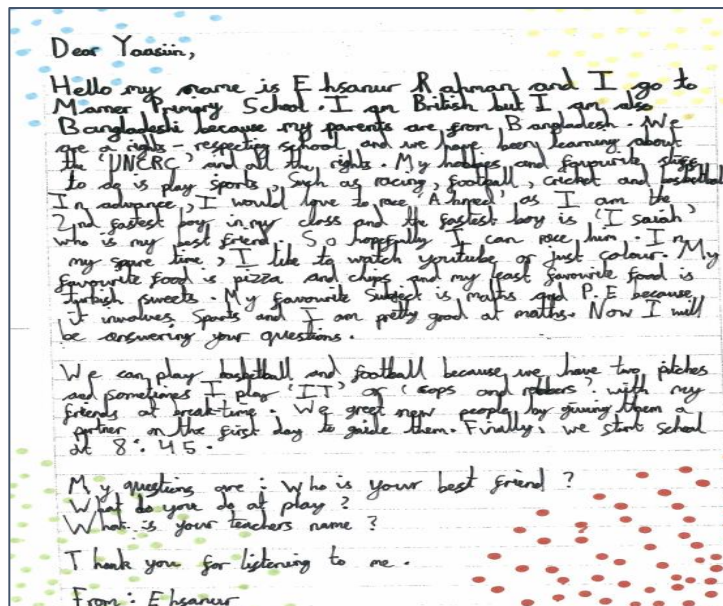
# OUTCOME 6-The Linking Network



1) Linking Project 2019-2020:  
Marner Primary linked with Phoenix  
(SEN Specialist School)

2) Linking Project 2020-2021:  
Marner Primary linked with Parkfield  
Primary (NW London)-  
<https://drive.google.com/drive/folders/1qbmCcriCNX2QN-uc5w7wPm3EVvLikjLp?usp=sharing>

3) Linking Project 2021-2022:  
Marner Primary linked with Hollickwood  
and Monken Hadley (Barnet)-  
<https://drive.google.com/drive/folders/1skRCKa-sfU38Rqpd5aY3DdUpcNyIm4Gs?usp=sharing>



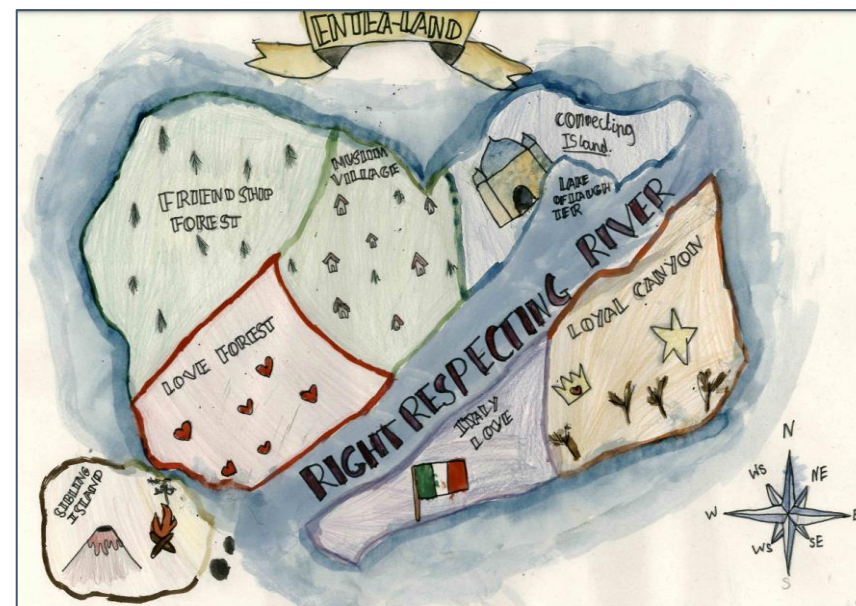
6N are going to take part in  
The Tower Hamlets Linking project  
with class 6L

A photograph showing a group of children sitting at tables in a classroom, engaged in an activity. They appear to be working on projects or discussing something.

[https://docs.google.com/presentation/d/1vMlnD0-mogKY5PP0Ks\\_H\\_DVgYINceJLp2IT7uoWWWw/edit?usp=sharing](https://docs.google.com/presentation/d/1vMlnD0-mogKY5PP0Ks_H_DVgYINceJLp2IT7uoWWWw/edit?usp=sharing)

Project class 6L

We are a rights respecting school and in our class we have this charter. It contains some important rights and all around we have little people-in each of them we drew pictures to represent our identity.



# OUTCOME 7

Children and young people value education and are involved in making decisions about their learning.

<https://www.marnerprimary.com/our-school/school-councillors>

<https://www.marnerprimary.com/our-school/lunchtime-ambassadors>

## A Marner Child's Perspective:

My School Diary – XXXXXXXXXXXX July 2021

When I first entered Marner I was very fond of the opportunities I had in nursery. I was able to act, sing and cook - I really never focused on maths or English.

When I was first introduced to reading, I was in awe of the flow of the words, rhyming and the emotion you can feel. I think that very moment was the time I started getting into reading. Maths on the other hand, I thought it was very uninteresting until year 5 -6.

When I moved up into year 1, I had a new class and new teachers, even a whole new building. If I'm correct we learnt addition and subtraction - I think the hardest part of that was understanding how to do it mentally and not with my fingers. We mostly focused on reading and writing which I enjoyed a lot. For some reason, I couldn't focus on maths. I just felt unbothered to learn it. I also struggled with reading a lot. I read like a robot and mispronounced many words but I then entered a reading class with Miss Donisthorpe which helped my reading a lot - with the help of that, I am now working at greater depth in my reading.

Year 2 was the start of my acting and singing adventure. I remember being very self-conscious of myself: I didn't talk that much nor listen. I just kept to myself but Miss Duffy encouraged me to enter the talent show and I finally began to be more open about myself and my learning! A positive mindset helped me throughout the years.

Year 3 was the year when I started to become more joyful and confident about myself - I enjoyed writing stories about many things and learning Spanish. Maths was still a struggle for me: I tried hard to focus but I just couldn't and that's where Steps stepped in... Steps gave many fun activities to do and it really helped me focus - I must admit I did not focus when we learnt the times table in year 3.

Year 4 is when my writing skyrocketed but my maths stayed the same - my mindset was very negative. I would always say, "I can't do it or it's too hard." I thought there was no point doing what I don't like, which is completely wrong. Even if you don't like it, grow to like it.

Year 5 is when I realised I might like maths; thanks to the Steps I could focus on things. We were now getting into more complex stuff such as fractions and decimals etc. My maths grew stronger as well as my writing skills but when Covid hit, I felt devastated as I was doing so well but Covid came.

## School Councillors

"Article 12 says Children have the right to speak and be heard"

"I want my class to be able to have a voice at Marner and I will represent them"

"I want to help speak up"

A Marner child's perspective  
Lunchtime Ambassadors  
School Councillors



## Lunchtime Ambassadors

At Marner we have Lunchtime Ambassadors.

Children in Year 5 and Year 6 can apply for the job of Ambassador. If they are successful they have training and then are ready to support our Middy team during lunchtime.

They do an excellent job from helping in the dining room, leading play with the younger children and generally being around to support where needed. We are really impressed with the way they have taken on their responsibility and are leading by example. They also come up with suggestions and ideas to make lunchtimes better.

We really value our pupil voice.



A Marner child's perspective  
Lunchtime Ambassadors  
School Councillors



# OUTCOME 7 - ORACY AT MARNER

<https://docs.google.com/presentation/d/1SaScNOLHlojyig9yx7ghUsQ9oBTbZKpQ/edit?usp=sharing&oid=115162958338471702729&rtpof=true&sd=true>

[https://docs.google.com/presentation/d/1WpS6MyZprKruwFEmfBoyDS\\_yG0-JQ9uDdNVepuZqghM/edit?usp=sharing](https://docs.google.com/presentation/d/1WpS6MyZprKruwFEmfBoyDS_yG0-JQ9uDdNVepuZqghM/edit?usp=sharing)

## DISCUSSION GUIDELINES

**WE GIVE PROOF OF LISTENING**

**WE RESPECT OTHERS' IDEAS**

**WE BUILD, CHALLENGE, SUMMARISE, CLARIFY, AND PROBE EACH OTHER'S IDEAS**

**WE ARE PREPARED TO CHANGE OUR MIND**

**WE INVITE OTHERS INTO OUR DISCUSSION**

**WE TRY TO REACH A SHARED AGREEMENT**

**Let's Discuss!**  
 What makes a great discussion?  
 \* talking to each other  
 \* use each other's names  
 \* listen to each other  
 \* look at the person  
 \* respond to each other nicely  
 \* share your ideas  
 \* disagree in a polite way  
 \* take turns  
 \* connecting ideas

**Talking Roles**

- Manager**: The person who starts the discussion. They say: "I agree and I like to add..."
- Builder**: The person who adds to what the manager has said. They say: "I agree and I like to add..."
- Challenger**: The person who challenges the manager's idea. They say: "I disagree because..."
- Clarifier**: The person who asks for more information. They say: "Can you explain that more?"
- Prober**: The person who asks questions to help the manager think. They say: "What do you think about...?"
- Summariser**: The person who summarises the discussion. They say: "So, we have decided..."

**Groupings**

- Pair**: Two people sitting together.
- Trios**: Three people sitting in a circle.
- Circle**: People sitting in a circle.
- Option**: People sitting in a circle.
- Neat**: People sitting in a circle.
- Transverse**: People sitting in a circle.
- Fishbowl**: People sitting in a circle.

**© "MARNER" Year 21 2020**

## Oracy in Year 1

**Opportunities**

- Talk partners
- Groups (allocated roles)
- Different areas of the curriculum
- Role play

**Questioning**

How did the Great Fire of London start?  
 Why did it spread so quickly?  
 How was it ended?  
 What did people learn from this event?

**Scaffolding**

Well, I agree to a story...  
 Looking closely, I can see...  
 Behind the... there are...  
 High in the sky...  
 Because your prediction...  
 I think... because... I predict...

In Year 1, we plan in lots of opportunities for children to talk throughout the whole curriculum. We provide sentence structures and model using these as much as we can. We also explore the use of new and more challenging vocabulary/phrases to develop more able children.

## Y6 Oracy Assemblies

- Split our classes in half and so Y6 into two groups
- Then into trios within each group – ideally one child from each class so children are working across the year group
- Before the first session, in class set up class discussion guidelines, talked through roles, sentence stems and had some class oracy sessions – children become familiar
- First session: establish shared discussion guidelines and how the Oracy Assemblies will work
- Children sit in a circle, then break into their trios to discuss before feeding back into the circle
- Stimulus: TH Oracy Hub 'Back to school' resources
- Stimulus – group – trios – group with one from each trio summarizing and feeding back
- Teachers take it in turn to lead each group



## Talk in Year 3 Maths

Which ones are fractions?

0 1

three quarters

50%

5

Fractions Not Fractions

**Speaking frames:**  
 I think that this is a fraction because...  
 I agree with...because...  
 I disagree with...because...

## Diagrams to organise thinking and support talk – Year 4

Water on Earth Brace Map

Freshwater: lakes, groundwater, rivers, glaciers, sea lakes

Water on Earth: oceans, seas, ice caps, ice sheets, snow

Air Pollution Map

cars, factories, power stations, air pollution, mining, acid rain, respiratory issues, depletion of ozone layer

Why is it better than a Venn Diagram

The double bubble map forces the student to think in terms of a point and counter

## Supporting Talk with EAL learners

Chants/Poems/Songs  
 TPR  
 Realia  
 Drawings  
 Pre-teach vocabulary  
 Lots of pictures  
 Graphic organizer/ Thinking maps  
 Lots of pointing  
 EAL STRATEGIES  
 Learner Repeats Sentences or phrases using their fingers.  
 Teach strategies/ cognates or transferable skills.  
 Teach independence

# STRAND C -TEACHING AND LEARNING FOR RIGHTS – participation, empowerment and action

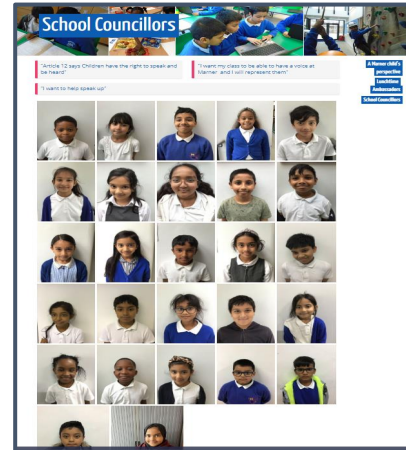
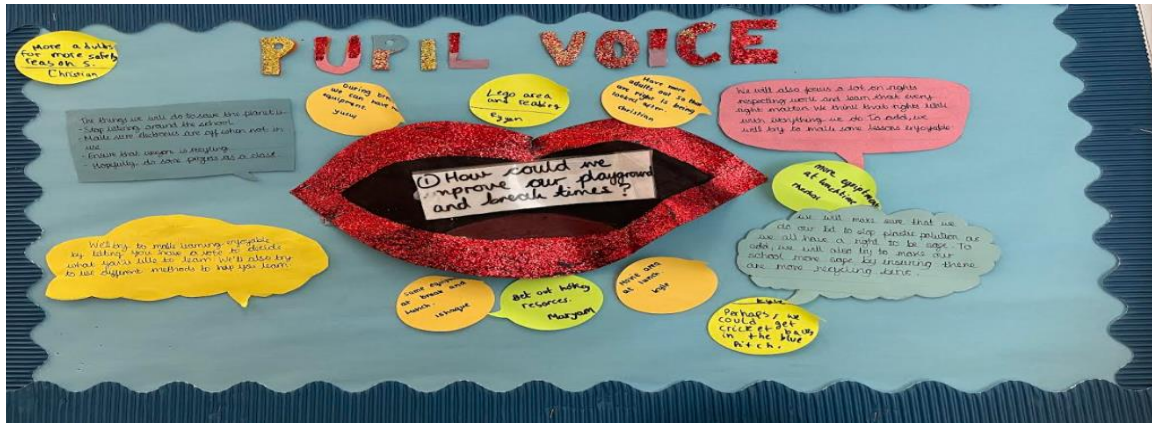
# STRAND C - contents

- Copies of children's campaign letters to decision makers
- Pupil Voice in action
- Global Teacher Award
- Examples of learning on global campaigns
- Anti-Racism Approach
- Greener Marner
- Outdoor play
- Photographs of events (campaigning and fundraising)



# OUTCOME 8

Children and young people know that their views are taken seriously.



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Dear Miss Bibi,

We are writing this letter on behalf of 6B, who I believe are of the popular opinion that homework (for at least this week) should not be sent. I will attempt to explain the following reasons to the best of my ability, in hopes you will consider terminating this week's homework for the well-being of your class.

Considering the amount of work we've received in the run-up to SATs, I believe that it would only be fair for us to not have reading packs- wouldn't we have finished the reading paper then? The week following should be a week of rest; a week of reflection. Meaning any type of homework will be a little too much.

The second reason why we should not be given homework includes the weekend itself. I'm sure many students have been planning activities to do after the SATs week, whether it be staying at home with siblings, visiting a relative or going to the park. The preparation, as said in the previous paragraph, has lasted since Autumn term. Perhaps we should spend more time working on transitioning into KS3, as you have stated that a minority of children are to be ready for secondary school.

SATs can cause unwanted stress, so we should be entitled to, at the very least, a weekend free of work. By giving us homework, you are diminishing our right to rest and relax. As a leader of rights, you should know this better than anyone else. On behalf of all of 6B, please turn this weekend into a relaxation time for us.

Thank you for reading this request, please consider all of the points made.

Kind Regards,  
Faridah, Yasmiin, Akilah and Ismat.

## Developing the Oracy of our Children – A Marner School Goal

This year for the first time Marner has joined Debate Mate, which has provided children in the older year groups the opportunity to learn how to take part in a debate and the all important skills of knowing how to plan and present their ideas and thoughts.

They have taken part in competitions and won most of their debates, they even had to pitch presentations to Executives from Deloittes!

Ms Anne has summarised how they have performed very effectively, she said,

*"The children were eloquent, confident and imaginative, with well thought through innovations. Debating is a very worthwhile activity and a joy to behold!"*

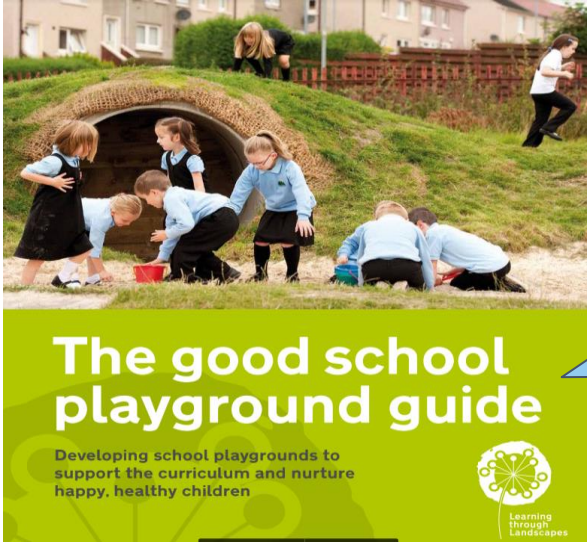


# OUTCOME 8 - Pupil Voice in Action

'More reading opportunities especially reading for pleasure.'



'Can we improve the different areas in the playground?'



**Weekly music at Marner**

**Singing**

This can be included within a stand alone singing session (of any length) or can be added to the beginning of another subject to introduce new vocabulary. Our focus needs to be on enjoying singing before we start discussing the technical elements.

**Assemblies**

Each week all children in KS1 and KS2 will get a 15 minute assembly.

This is included as part of their performance practice within their school week.

**Lessons in class:**

These should cover:

- Instrumental work**
- Notation**
- Composition**
- Improvisation**

These elements will be included within your termly units. Each year group will have a chance to use the instruments with KS2 focussing on full class teaching in year 4 and years 4-6 having small group lessons with Thames if they want it.

Composing moves through the use of symbols, graphic scores and formal notation.

There should also be time for improvisation.

**Listening**

This is covered as part of Artist of the Week. This hopefully doesn't take too long. It will also be part of your termly units.

**Clubs**

Currently there is Disney club. Next year, we can look at adding more.

'I want to sing and play a musical instrument.'

<https://www.marnerprimary.com/clubs/film-club-the-story-us>



The Marner Film Club and Ms Scott-Kerr, made up of 10 children from years five and six, were involved in researching, planning, writing and creating a short film about the history of Marner School called -The Story of Us. Silhouette animation and still images were used to create the film using 'Stop Motion' animation software.

A producer from Chocolate Films, based in Battersea, visited the school and helped the children to shoot and edit the film — a total of 260 images were used to create the final piece.

The film is to be entered as part of the 'Into Film Awards' promoted by 'Thames' at Rich Mix. The children attended a celebration event with other schools at Rich Mix yesterday afternoon to see their film on the 'big screen'.



'What is the history of Marner?'

[https://docs.google.com/presentation/d/1b\\_WC2uitxHj55YA50ZXfch\\_hlpBmiD9B0m9b\\_10Vc\\_IY/edit?usp=sharing](https://docs.google.com/presentation/d/1b_WC2uitxHj55YA50ZXfch_hlpBmiD9B0m9b_10Vc_IY/edit?usp=sharing)

# OUTCOME 9

Children and young people have taken action to claim their rights and promote the rights of others, locally and globally

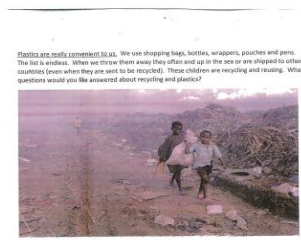
**GLOBAL TEACHER AWARD COURSE 1**  
**CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING**  
 Faaria Ahmad  
 Faaria.ahmad21@gmail.com

**GLOBAL TEACHER AWARD COURSE 1, PART 2**  
**CONNECTING CLASSROOMS THROUGH GLOBAL LEARNING**  
 Faaria Ahmad  
 MARNER PRIMARY SCHOOL  
 29 January 2020

25 members of staff are certified as Level 1 Global Teachers

<https://drive.google.com/file/d/1oOxzaLB-LKpb7qSyM8KAJu5MI-RTYKjB/view?usp=sharing>

<https://drive.google.com/file/d/19VxHoNAskI5yPO9RUSuAFsRBaPHPM7kl/view?usp=sharing>



Plastics are really common in us. We use shopping bags, bottles, newspapers, pouches and pens. The list is endless. When we throw them away they often end up in the sea or are shipped to other countries (even when they are sent to be recycled). These children are recycling and reusing. What questions would you be answered about recycling and plastic?

Why can't we make a disintegratable plastic?  
 Why are children at the dump when they can be at school?  
 Why is plastic only shipped to poor countries?  
 Why can't there be a island man made just for plastic?  
 How can we stop use less plastic?  
 Are children being safe?  
 Why can some plastic can be recycled and some can't?  
 When did recycling start?  
 How do we stop this anyflem?

What I have learnt in my group discussion about Recycling Plastics: Tuesday October 27th 2019

**Recycling Plastic**

PET plastics can be recycled. One important fact about recycling is that not labeled always, make sure that the product you are about to put in the bin.

United Nations rights of the Child and Science

Reducing Waste: Sustainable development Goals 12 and 14

Some of the rubbish we create can be recycled. From your observations in our experiment, which materials can be recycled easiest and which need more investigation. How would you suggest waste materials are recycled and reused to save our planet?

Materials that can be recycled are cardboard, paper, metal and plastic.  
 Plastic can be recycled by using bottle caps and making masterpieces or by getting used plastic items and be creative.  
 Metal can be melted and re-moulded again.  
 With paper you can mix it up with some water let it dry out, new reusable paper.  
 With cardboard it is literally the same.

There are ~~two~~ three molecules: sodium, plastic and calcium molecules.

On Friday, we went to a workshop and learnt that if we add calcium to some water the water begins to form together and make plastic.  
 What did you learn about plastic recycling from the workshop?



**Learning to read the world Through Other Eyes**  
 Authors: Vanessa Andreotti // Lynn Marie T. M. de Souza

UN SUSTAINABLE

1 NO POVERTY  
 2 ZERO HUNGER  
 7 AFFORDABLE AND CLEAN ENERGY  
 8 DECENT WORK AND ECONOMIC GROWTH  
 13 CLIMATE ACTION  
 14 LIFE BELOW WATER  
 15 LIFE ON LAND  
 16 PEACE AND JUSTICE  
 17 PARTNERSHIPS FOR THE GOALS

An open access online study programme focusing on engagements with indigenous perceptions of global issues.

**Anti-Racist Approach:**  
<https://globallearninglondon.org/tower-hamlets-schools-commit-to-an-anti-racist-approach/>

**Goal 6 : Access to clean water.**

If I was going to give advice to a school, without access to clean water, about how to make something to clean water I would tell them this:

write to the government. They should be protecting you!!  
 If you get 2 jugs, I filled with the dirty water & I filled with nothing. You should get a cloth, put the dirty water jug a bit higher and leave it for a few mins- I how few mins- I how you'll have clean water.

What is in a life straw?  
 The LifeStraw is a water filter designed to be used by one person to filter water for drinking. It filters a maximum of 4000 litres of water, enough for one person for three years. It removes almost all of waterborne bacteria and parasites. In 2015, LifeStraw filters were deployed in Rwanda.

micro-sieves things

I think this technology works by there being a few and chlorine, detergent and bleach-unsift.

United Nations rights of the Child and Science

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<https://docs.google.com/presentation/d/16h38myXrvXt7MBkVQT86iPeWANTjtdLLu14R6jkJK7w/edit?usp=sharing>

### Gardening

After school club and Lunchtime drop in sessions

We've been learning about plants and staying healthy while connecting with children from different classes and year groups and working as a team, throughout the seasons.



5H's Forest School session: Week 2  
Enjoying team games, building catapults and a wormery.

Article links:  
15 (freedom of association)  
24 (health and health services)  
29 (goals of education)  
31 (leisure, play and culture)

<https://www.marnerprimary.com/greener-marner>



### Greener Marner

#### Marner Primary Achieves GOLD STARS Accreditation 2021

TfL's STARS schools accreditation scheme inspires young Londoners to think differently about travel and its impact on their health, wellbeing and the environment. Marner school community is proud to support this video made and narrated by children in Year 3, who feel very passionate about improving



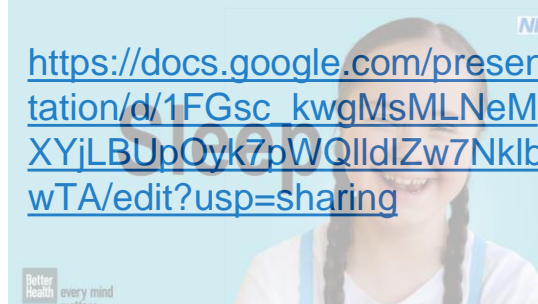
### #SelfcareSummer

Primary pack

<https://drive.google.com/file/d/1dv4uxp3ESB9eJrtJ7iuDwDH4N7b6N22z/view?usp=sharing>



[https://docs.google.com/presentation/d/1FGsc\\_kwgMsMLNeMXYjLBUpOyk7pWQlIdIZw7NklbwTA/edit?usp=sharing](https://docs.google.com/presentation/d/1FGsc_kwgMsMLNeMXYjLBUpOyk7pWQlIdIZw7NklbwTA/edit?usp=sharing)



NHS

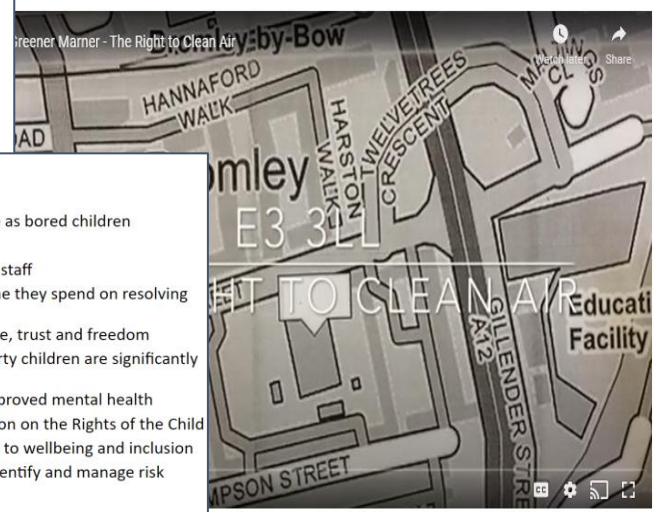
Better Health every mind matters

<https://docs.google.com/presentation/d/1XAqOIAByI9HUe3BeISEI7NJBzqVPtWFO2sEMzi1Js/edit?usp=sharing>

## Outdoor Play at Marner



- ### Benefits
- **Behaviour** - happy children don't cause nearly as much trouble as bored children
  - **Accidents** - less reported accidents
  - **Staff wellbeing** - Supervising happier children leads to happier staff
  - **SLT time** - senior leaders report a dramatic reduction in the time they spend on resolving play conflicts
  - **Self-regulation** - children learn to self regulate through practice, trust and freedom
  - **Physical activity** - all children, including girls, SEN and non-sporty children are significantly more active
  - **Mental well-being** - children are happier and self-reporting improved mental health
  - **Rights** - Play is a child's right as recognised by the UN Convention on the Rights of the Child
  - **OFSTED** - school can easily provide evidence on their approach to wellbeing and inclusion
  - **Risk** - report significant improvements in children's ability to identify and manage risk
  - **It's a win-win for everyone**



### The HUGE BAG

[https://docs.google.com/presentation/d/1fHdOGGB7JfbzERZbiVW\\_pgCPnd0T6bmr6-yvP0-1v0/edit?usp=sharing](https://docs.google.com/presentation/d/1fHdOGGB7JfbzERZbiVW_pgCPnd0T6bmr6-yvP0-1v0/edit?usp=sharing)



by Virginia Ironside Illustrations by Frank Hoogers



# OUTCOME 9 - Events and campaigns



Maths Week England: NRICH Fruity Totals Challenge - Nov. 2021



# Additional comments from school and wider community

## Comments from Staff questionnaire

### What is going well?

- Teaching and learning about rights and the UNCRC now feels like a natural part of the process in planning and teaching lessons. It is a part of our whole school life as it comes through in our class charters, assemblies, learning, enrichment work etc. It is in all that we do here at Marners.
- I really enjoy working at this school.
- Great school- feel welcomed
- Amazing school with great learners.
- The school has a real sense of community as most staff are local- many who have attended schools within the area itself.
- Rights respecting has been a focus in our school. Younger children are beginning to become more aware of rights and how to respect these. Links to all learning/work/topics such as Mental Health and Wellbeing, Science, Jigsaw, History etc. The language is becoming embedded around our school.
- We want RR to be at the heart of everything that we do. It makes sense to children, staff and the wider school community. It brings us together and helps us to secure and communicate our values.

## Parent Feedback:

- 'Since my child started learning about rights I've noticed him being more respectful at home and school.'
- 'I like the way the children learn about the UNCRC and the rights of all children around the world.'
- 'There's been a good focus on mental health and wellbeing this year with lots of events bringing it to the forefront.'
- We are heard as parents.