



Teaching and Learning Policy

Date of Policy: Nov 17

Policy Review date: Nov 20

Signed:

Headteacher:

Signed:

Chair of Governors:

Equality Statement

In our school, we are committed to eliminate discrimination and advance equality of opportunity for all those with 'protected characteristics' under the Equality Act 2010, in relation to age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual identity and marriage and civil partnership status. We will endeavour to foster good relations between all.

(Our full Equality Statement can be found on the school website)

Aims

We aim to put our children at the centre of their learning and place great emphasis on nurturing skills and attitudes to enable children to learn. We recognise the importance of making learning meaningful and memorable. For this reason we teach through a themed, experienced based approach to enable children to make connections and link ideas and areas of learning.

Our Teaching and learning policy aims to ensure that the children at our school are provided with a high quality learning experience that leads to a high level of pupil achievement.

Our Teaching and Learning policy is at the heart of all we do at Clapham Terrace. It sets out clear expectations, provides a consistent approach, can be easily monitored and ensures equal opportunity for all our children.

Purpose

We believe that children learn best in a variety of different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Meet the needs of all learning styles e.g. visual, auditory and kinaesthetic learners.
- Enable children to become confident, resourceful, enquiring and independent learners.
- Foster children's self- esteem and help them to build positive relationships with other people.
- Develop children's self- respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Show respect for all cultures and, in doing so, promote positive attitudes towards others.
- Enable children to understand their community and help them to feel valued as part of this community.
- Help children grow into reliable independent and positive citizens for the 21st century.

Our Understanding

We acknowledge that children learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that our lessons cater for all learning styles.

Effective learning results in:

- Knowing you have succeeded
- Feeling you can do more
- Being able to explain what you have learnt
- Being able to teach it to someone else
- Feeling good about yourself as a learner

We encourage children to take responsibility for their own learning, to be involved as far as possible in reflecting on how they learn, what helps them to learn and what makes it difficult for them to learn.

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching.

For effective teaching to take place there are a number of key ingredients that we feel are needed

- Effective prior preparation and planning resulting in a purposeful, well prepared teaching plan.
- A clear 'WALT' ("We are learning to...") shared with the children both visually and aurally.
- A clear intended outcome to be achieved by the end of the lesson.
- A review of the lesson at appropriate points throughout.
- A clear set of success criteria shared with the children both visually and aurally.
- Appropriate challenge for all the children.
- Teacher modelling through a variety of ways e.g. Teacher talk, demonstration,
- Assessment and Peer Assessment.
- Being appropriately and readily resourced.
- Good questioning, covering a range of questioning techniques.
- Quality interaction between teacher and child and between children .E g Talk partners.
- Good pace
- Enthusiasm both by the teacher, other adults in the room and the children.
- Fun and memorable delivery, content and outcome.
- Involvement of all the children.
- Excellent behavioural management.
- Opportunities for independent learning.
- Follow up feedback through effective, interactive marking which shows a dialogue between teacher and child.
- Appropriate deployment of additional adults.

Our Responsibilities

We will ensure that our curriculum is memorable and relevant. Through our planning, delivery, creative use of resources and personnel, professional development and training, we will aim to make teaching and learning outstanding.

Our Approach to effective teaching and learning

Our teaching is based on our knowledge of children's level of attainment and we have high expectations of all children.

We take into account ability and any additional educational needs.

We promote the use of personalised short term targets with each child.

We assess each child formally termly using the 'APP' (Assessing Pupils' Progress) approach as our main assessment tool, and tests.

Lessons are planned with clear learning objectives; we evaluate all lessons and constantly look for ways to improve our teaching. Teachers plan using a long term overview and short term weekly planning sheet for literacy, numeracy, science and foundation subjects.

The curriculum comprises all the planned activities within and beyond the timetable. This includes, the National Curriculum, The Warwickshire Agreed Syllabus for Religious Education. Personal, Social and Health Education (for which we use the 'SEAL' approach (the Social and Emotional Aspects of Learning) as well as our unique Clapham charter.

Our teachers and support staff make a special effort to establish very good working relationships with the children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our staff follow the school's Behaviour Policy. We praise children for their efforts and

help to build positive attitudes towards school in general. We insist on good behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in the school's Behaviour Policy. We aim to teach in an atmosphere of trust and respect for all.

We ensure that all tasks and activities the children do are safe and risk assessed.

We deploy teaching assistants and other adult helpers effectively. Sometimes they work with individual children, and and at other times they may work with groups of children.

All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly.

We do all we can to support the staff in developing their skills, so that they can continually improve their practice. Regular monitoring provides feedback and next steps to help us to make teaching and learning even better.

We teach daily phonics through 'Letters and Sounds' in Key stage 1 and Yr 3.

Children sometimes work in small intervention groups outside the classroom to reinforce their learning.

We teach spelling through a whole school diagnostic spelling programme?

We use a structured handwriting programme (Penpals) to develop handwriting throughout the school.

We share the children's learning experiences through the weekly 'Heads up' newsletter, the website year group pages and our class assemblies. We celebrate achievements in our weekly Friday assembly.

'Pupil voice' in our school is very strong. We have a very active JLT (Junior Leadership Team) who are regularly consulted when making decisions. We have 'learning detectives' in each year group who give the opinion of children when monitoring teaching and learning.

We promote a strong partnership between home and school, with a structured homework programme which is progressive throughout the school and covers basic skills and creative learning.

Our learning Environment

We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high quality work by the children. Our classrooms are attractive learning environments. Each classroom has well-ordered clearly labelled resources. We change displays regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all the children have an opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books. Book corners are stocked with a selection of appropriate reading books.

We aim for our learning environment to:

- Be welcoming
- Be challenging and stimulating
- Be peaceful and calm
- Be happy and organised
- Be well resourced and clearly labelled
- Make learning accessible
- Be encouraging and appreciative
- Enable equal opportunities
- Provide for a working atmosphere
- Support the development of independent learners

- Have designated working walls for literacy and numeracy which demonstrate the children's learning over a block of teaching. The wall includes examples of children's work as well as strategies to support their learning against the success criteria.

Achievements

We take every opportunity to celebrate achievements through:

- Verbal or written praise by teachers, peers, Head Teacher, SMT and parents.
- Display of work.
- Opportunities to share and perform.
- Positive comments from parents, notes and discussions.
- Certificates and rewards.
- Choosing children for the weekly achievement assembly.

Curriculum leadership and management

The Head Teacher and Senior Leadership Team have ultimate responsibility for the provisions, achievements and standards within the curriculum, however, the leadership and management of curriculum areas is the responsibility of the subject leader. Their role is to provide leadership and management of their subject to secure high quality learning and teaching and contribute to the priority areas in the School Improvement Plan.

Each year the Subject Leader will:

- Carry out an audit to identify strengths of the subject and the areas for further development.
- Write an action plan to set out what needs to be done to improve standards of teaching and learning in their subject.
- Monitor the progress of their action plan.
- Evaluate the impact of the actions on standards of teaching and learning and use this analysis to guide further improvement.
- Monitor the quality of learning by the evaluation of samples of work, planning and displays of work and talking to the pupils.
- The quality of teaching will be carried out by the Senior Leadership Team.

The main focus of monitoring to be used in assessing the subjects is:

1. Discussion with colleagues, talking to the children, displays, work trawls, resource audit, reviewing documentation, and data analysis.
2. Evaluation of the standards of work in the subject across the school, comparing with like schools or national averages.
3. Provision of support to staff on the teaching of the subject through giving advice, helping colleagues with planning and team teaching.
4. Schemes of work, subject profiles of good work or resources.
5. Communication and consultation with the Head Teacher and Governing Body.
6. Maintaining a subject file containing information for the development of the subject.

Subject Leaders need :

- Knowledge of statutory requirements for their subjects.
- Knowledge of current research and inspection evidence.
- Understanding of the characteristics of high quality teaching in the subject.
- The skills to be role model for other staff teaching the subject.
- Leadership skills.
- Decision making skills.
- Communication skills.
- Self – management skills.
- Enthusiasm and commitment to their subject.

The school provides:

- Support , advice and leadership from the Head Teacher and Senior Leadership Team.
- Meeting time and some non-contact time to carry out specific tasks appropriate to the action plan; training and professional development.
- Some clerical support from the office staff.

The role of the Governors

Our Governors determine, support monitor and review the school policies on teaching and learning

In particular they :

- Support the use of appropriate teaching strategies by monitoring the allocation of resources effectively
- Ensure that the building and premises are best used to support successful teaching and learning
- Monitor teaching strategies in the light of health and safety regulations
- Monitor how effective teaching and learning strategies are in terms of raising pupils attainment
- Ensure that staff development and appraisal policies promote good quality teaching
- Monitor the effectiveness of the schools' teaching and learning policies through the school's self-review process. These include reports from subject leaders, the Head Teachers report to Governors, Care and Welfare Updates and Safeguarding information.

The role of Parents and carers

We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- Sending home a termly newsletter which details what the children will be covering that term.
- Holding termly learning review meetings to share the children's progress.
- Delivering curriculum evenings to help parents support their children appropriately in school.
- Providing an annual report to parents in which we explain the progress made by each child and indicate how they can improve further.
- Explain to parents how they can help their children with their homework.
- Providing opportunities for daily contact at the start and end of each day.

We believe that parents have the responsibility to support their children and the school, in implementing school policies.

We would like parents to:

- Ensure that their child has the best possible attendance record possible.
- Ensure that their child is equipped for a school with the correct PE kit.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect their child's performance or behaviour in school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the Home School Agreement and our Code of Conduct.

Monitor and review

We are aware of the need to monitor the schools Teaching and Learning Policy and to review it regularly so that we can take into account new initiatives and research, changes to the curriculum, developments in technology or changes to the physical environment of the school. We will there for review this policy every 3 years or earlier if necessary

Date: September 2014

Appendix 1

Long Term Plans

Cycle A -

Subject Cycle A 2018 - 2019	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science	Humans including animals Everyday materials	Everyday materials Movement	Investigating skills 1 Rocks	States of matter Sound	Investigative skills 2 Forces	Animals including animals Chemical reactions
	Seasonal changes Plants	Humans Animals	Light Plants	Living things and their habitats Animals including humans	Earth and space Properties and change to materials	Electricity Evolution and inheritance
	Animals including humans Working like scientist	Plants Habitats	Animals including humans Forces	Electricity Scientists that change the world	Living things and their habitats Animals including animals	Living things and their habitats Light
History	Great Fire of London & gunpowderplot Mary Seacole	Great Fire of London & gunpowderplot Mary Seacole	Stone age to Iron Age Tudors	Stone age to Iron Age Tudors	WW2 – Battle of Britain Americas – Incas and Mayan civilisation AD900	WW2 – Battle of Britain Americas – Incas and Mayan civilisation AD900
	Life of a significant figure : Shakespeare	Life of a significant figure : Shakespeare	Space & explorers	Space & explorers	Viking – Edward the confessor Ancient Greece	Viking – Edward the confessor Ancient Greece
	Compare locations: London & India World Continents and Oceans	Compare locations: London & India World Continents and Oceans	Europe and Americas UK studies	Europe and Americas Explorers	Contrasting locality – latitude, longitude, equator – time zones	Contrasting locality – latitude, longitude, equator – time zones
Geography	A less familiar area: Stratford (4 countries in UK) mapping	A less familiar area: Stratford (4 countries in UK) mapping	Human & Physical features of local area	Human & Physical features of local area	Water worlds – mapping skills 4-6 figure grid ref.	Water worlds – mapping skills 4-6 figure grid ref. Compass

PE	Gymnastics Games – throwing and catching	Gymnastics Games – throwing and catching	Gym Tennis Dance -netball	Swimming Gym Football	Gym – Tag Rugby Dance Hockey	Gym – Tag Rugby OAA Dance Basketball
	Dance – Fire dance	Dance – Fire dance				
	Dance – Bollywood Games – sending and receiving	Games gymnastics	Swimming – Gym Swimming - hockey	Gym – hockey Dance -netball	Gym – Tennis Dance – athletics	Dance Cricket Gym - athletics
	Athletics Tennis	Athletics Tennis	Dance – <u>rounders</u> Cricket	Athletics – cricket <u>Rounders</u>	Swimming- <u>Rounders</u> Swimming - Tennis	Athletics - tennis Athletics - cricket
PSHE	Protective behaviours New beginnings Getting on falling out (Anti Bullying week)	Protective behaviours New beginnings Getting on falling out (Anti Bullying week)	Protective behaviours New beginnings Getting on falling out (Anti Bullying week)	Protective behaviours New beginnings Getting on falling out (Anti Bullying week)	Protective behaviours New beginnings Getting on falling out (Anti Bullying week)	Protective behaviours New beginnings Getting on falling out (Anti Bullying week)
	Going for goals Good to be me	Going for goals Good to be me	Going for goals Good to be me	Going for goals Good to be me	Going for goals Good to be me	Going for goals Good to be me
	Relationships Changes	Relationships Changes	Relationships Changes	Relationships Changes	Relationships Changes	Relationships Changes
D and T	Tudor houses	Tudor houses	Structures – building a hut	Structures – building a hut	Anderson shelters	Anderson shelters
	Papier Mache – globes	Papier Mache – globes	Textiles	Textiles	Calendars	Calendars
	Design a costumes – Shakespeare costumes	Design a costumes – Shakespeare costumes	Mechanisms	Mechanisms	Cooking a Viking feasts	Cooking a Viking feasts
Art	<u>Ran goli & Divali</u>	<u>Ran goli & Divali</u>	Clay – 3D	Clay – 3D	Portraits	Portraits
	Lowry	Lowry	Miniature portraits - Holbein	Miniature portraits - Holbein	Jewellery – Stelae	Jewellery – Stelae
	Portraits	Portraits	Space photography	Space photography	Clay shields	Clay shields

Computer	We are treasure hunters	2.1 We are astronauts Programming on screen	3.1 We are programmers Programming an animation	4.1 We are software developers Developing a simple educational Game	3d printing – using brief to design and evaluate different 3d models	3d printing – using brief to design and evaluate different 3d models
	1.3 We are painters Illustrating an eBook	2.3 We are photographers Taking, selecting and editing digital Images	3.3 We are presenters Videoing performance	4.5 We are co-authors Producing a Weebly website – simple website design	5.3 We are artists Fusing geometry and art	5.4 We are web developers Creating a web page about cyber safety
	1.5 We are storytellers Producing a talking book	2.5 We are detectives Communicating clues	3.5 We are communicators Communicating safely on the internet	3d printing – designing simple 3d models	5.5 We are bloggers Sharing experiences and opinions	5.5 We are bloggers Sharing experiences and opinions
RE	Belonging together Sikh Christian Sharing	Getting ready for prayer – Christian and Muslim Shining lights – Hindu	Ways of telling – Christian and Hindu People worth celebrating – Christian & Hindu	Giving thanks – Christian and Jewish Living like a saint	Keeping the rules – Christian and Buddhist Change and death – Christian and Buddhist	Caring for the earth – Christian and Hindu Showing belief – Christian and Hindu
	Special books – Christian Jewish. Bible Torah	People in stories – Christian Muslim- Jesus Mohammed	A fair world – Christian and Hindu Remembering – Easter	Follow my leader – Christian and Buddhist Sound of silence – Christian and Buddhist	Speaking for yourself – Jewish and Christian Freedom – Jewish and Christian – Easter	Words of wisdom – Muslim and Christian Journeys – Christian and muslim
	living well – Christian and Buddhist Sharing – Christian and Sikh	Special places – Christian Sikh- Church <u>Gudwara</u> Meeting people – Christian and Buddhist	Making choices – Christian and Jewish Giving thanks - Sukkot	Caring for others – Sikh and Christian Living like a saint – Christian and Sikh	Talking about god, Muslim and Christianity Beginnings – Christian and Sikh	Ways of worship – Christian and sikh Believing and belonging – Christian

Cycle B

Subject Cycle B 2017 - 2018	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science	Humans including animals Everyday materials	Everyday materials and their uses Movement	Investigating skills 1 Rocks	States of matter Sound	Investigative skills 2 Forces	Animals including animals Electricity
	Seasonal changes Plants	Humans Animals	Light Plants	Living things and their habitats Animals including humans	Earth and space Properties and change to materials	Chemical reactions Evolution and inheritance
	Animals including humans Working like scientist	Plants Habitats	Animals including humans Forces	Electricity Scientists that change the world	Living things and their habitats Animals including animals	Living things and their habitats Light
History	Warwick castle Elizabeth I	Warwick castle Elizabeth I	Egyptians	Egyptians	Victorian Leamington (Local study)	Victorian Leamington (Local study)
	Changes to the local area	Changes to the local area	Ancient civilisation Benin	Ancient civilisation Benin		
	Holidays in the past (Christopher Columbus)	Holidays in the past (Christopher Columbus)	Romans (local visit)	Romans (local visit)	Ancient Greece	Ancient Greece
Geography	4 countries/ cities in the UK	4 countries/ cities in the UK	Comparing landscapes – maps	Comparing landscapes – maps	Local geography – mapping locality	Local geography – mapping locality
	Locality: weather patterns. <u>Jephson</u> gardens extend to world hot & cold	Locality: weather patterns. <u>Jephson</u> gardens extend to world hot & cold	Extreme Earth	Extreme Earth	Weather and artificial Biomes Mountains	Weather and artificial Biomes Mountains
	Compare Western & Queensland	Compare Western & Queensland	Region of UK Urban and Rural	Region of UK Urban and Rural		

PE	Dance Gym	Dance- Elizabethan <u>Gymnastics</u>	Gym Tennis Dance - netball	Swimming Gym Football	Gym – Tag Rugby Dance Hockey	Gym – Indoor athletics OAA Dance Basketball
	Gym Games	Gym Games	Swimming – Gym Swimming - hockey	Gym – hockey Dance - netball	Gym – Tennis Dance – athletics	Dance Cricket Gym - athletics
	Athletics Ball skills	Athletics Tennis	Dance – <u>rounders</u> Cricket	Athletics – cricket <u>Rounders</u>	Swimming- <u>Rounders</u> Swimming – cricket	Athletics - tennis <u>Rounders - cricket</u>
PSHE	Protective behaviours New beginnings Getting on falling out(anti Bullying)	Protective behaviours New beginnings Getting on falling out(anti Bullying)	Protective behaviours New beginnings Getting on falling out(anti Bullying)	Protective behaviours New beginnings Getting on falling out(anti Bullying)	Protective behaviours New beginnings Getting on falling out(anti Bullying)	Protective behaviours New beginnings Getting on falling out(anti Bullying)
	Going for goals Good to be me	Going for goals Good to be me	Going for goals Good to be me	Going for goals Good to be me	Going for goals Good to be me	Going for goals Good to be me
	Relationships Changes	Relationships Changes	Relationships Changes	Relationships Changes	Relationships Changes	Relationships Changes
D and T	Design and make a Jester	Design and make a Jester - puppet	Design a healthy sandwich	Design a healthy sandwich	Victorian room – dolls house	Victorian room – dolls house
	Clay – local area - sculpture	Clay – local area - sculpture	Photo frames	Photo frames	Design Anglo- broach	Design Anglo- broach
	Food lighthouse Picnics	Food lighthouse Picnics	Food – Romans (prepare & cook)	Food – Romans (prepare & cook)	Ancient Greece – sandals	Ancient Greece – sandals
Art	Hans Holbein & Castle Life	Hans Holbein & Castle Life	Tumer Water colour	Sculpture – environmental art – Andy Goldsworthy	Victoria designer – William Morris	Victoria designer – William Morris
	Compare 2 artists – Klee, Monet & Seurat	Compare 2 artists – Klee, Monet & Seurat	Drawing / musical instruments	Drawing / musical instruments	Still life observations-choose media	Still life observations-choose media
	Watercolours of the seaside	Watercolours of the seaside	Clay 3D –mosaics	Clay 3D –mosaics	Medusa Art – 3D terracotta figure	Medusa Art – 3D terracotta figure

RE	Belonging to gether Sikh Christian Sharing	Getting ready for prayer – Christian and Muslim Shining lights – Hindu	Ways of telling – Christian and Hindu People worth celebrating – Christian & Hindu	Giving thanks – Christian and Jewish Living like a saint	Keeping the rules- Christian and Buddhist Change and death – Christian and Buddhist	Caring for the earth – Christian and Hindu Showing belief – Christian and Hindu
	Special books – Christian Jewish. Bible Torah	People in stories – Christian Muslim- Jesus Mohammed	A fair world – Christian and Hindu Remembering – Easter	Follow my leader – Christian and Buddhist Sound of silence – Christian and Buddhist	Speaking for yourself – Jewish and Christian Freedom – Jewish and Christian – Easter	Words of wisdom – Muslim and Christian Jo umeys – Christian and <u>muslim</u>
	living well – Christian and Buddhist Sharing – Christian and Sikh	Special places- Christian Sikh- Church <u>Gudwara</u> Meeting people – Christian and Buddhist	Making choices – Christian and Jewish Giving thanks - Sukkot	Caring for others – Sikh and Christian Living like a saint – Christian and Sikh	Talking about god, Muslim and Christianity Beginnings – Christian and Sikh	Ways of worship- Christian and <u>sikh</u> Believing and belonging – Christian
French						



50 things to achieve whilst at Clapham

NUMBER	THING TO DO	ACHIEVED
ONE	Organise a fundraising event	
2	Cook something for yourself or for another child	
THREE	Help homeless people in Leamington	
4	Perform a dance in front of an audience	
FIVE	Singing Christmas carols to old age pensioners	
6	Show parents or carers my learning	
SEVEN	Go on a train journey	
8	Have a sleep over at school	
<i>NINE</i>	<i>Take part in a Clapham bake off at school</i>	
10	Have bedtime stories in school	
<i>ELEVEN</i>	<i>Visit the Royal Shakespeare Company</i>	

12	Dress up as a book character	
THIRTEEN	Work with a younger or an older child	
14	Take part in events around 'Day of the African Child'	
FIFTEEN	Visit a farm	
16	Learn to swim	
SEVENTEEN	Go on a welly walk	
18	Participate in sports day	
NINETEEN	Have a class party	
20	Take part in a talent show	
TWENTY- ONE	Have lunch with a parent or carer in school	
22	Go to the theatre	
TWENTY -THREE	Visit the seaside	
24	Share learning in a whole school assembly	
TWENTY- FIVE	Be offered a chance to be in either the Junior Leadership Team, be on the Bo committee, be an Ambassador or a Learning Detective	
26	Have a lesson outside using the outdoor space	
TWENTY- SEVEN	Have lunch with the Head teacher or the Deputy Head teacher	
28	Have a visit from Father Christmas	

TWENTY-NINE	Have a lesson at a secondary school	
30	Show my work to the head teacher	
THIRTY-ONE	Support a local charity	
32	<i>Enter a sports competition</i>	
THIRTY-THREE	RUN YOUR OWN ENTERPRISE EVENT	
34	Walk around Leamington finding out local facts	
THIRTY-FIVE	Visit Jephson Gardens	
36	<i>Work with a visiting artist</i>	
THIRTY-SEVEN	Play a musical instrument	
38	<i>Have a monitor responsibility</i>	
THIRTY-NINE	Take part in a house event	
40	Attend a residential	
FORTY-ONE	Visit a local Religious building	
42	Adopt an animal	
FORTY-THREE	Work with a link school in another country	
44	Have a whole school celebration party	
FORTY-FIVE	Receive specialist coaching	

46	Take part in a school production	
FORTY-SEVEN	Play in the snow and build a snowman	
48	Get sponsored for a Clapham Fun Run	
FORTY-NINE	Taught by teachers who care and smile	
50	Make a difference!	

