

Frogmore Infant School



Curriculum Intent 2022 23

Happy learners, great achievers

High expectations

We believe the experience of success is a powerful motivator for children promoting persistence and a willingness to work hard, regulate behaviour and establish goals and aspirations for the future. High expectations act as an important protective factor in ensuring high outcomes for all children.

Key indicators of success:

- All pupils make outstanding progress
- 100% of pupils and parents feel and are safe and happy at the school
- Strong leadership shapes our culture of excellence
- Our ethos of happy learners inspires great achievers and independent learning for life
- Our school aims

Our vision

To be a community of excellence for inspirational learning, well-being and individual enrichment.

Our ethos

We are a happy learning community where everyone feels safe, valued, respected and inspired to achieve.

Happy learners, great achievers



At Frogmore Infant School we plan to ensure a high quality curriculum that:

- Is based on our own proactive thinking and a shared ethic of excellence
- Is the product of clear consideration of the sequence of content necessary for children to make excellent progress
- Provides children with the knowledge and skills they need for subsequent/future learning
- Builds deeper understanding and the capacity for skillful performance

We follow the National Curriculum and the local syllabus for Religious Education (Living Difference 4). In addition we have identified key knowledge and skills for:

- British Values
- Spiritual, Moral, Social and Cultural Development

These, combined with the translation of our learning values into key objectives and clearly defined cognitive skills, provide the basis for the key knowledge, concepts, skills and processes that the children will experience throughout their time at the school. We see the curriculum as all the experiences children encounter during their time in school. These include extra-curricular provision, lunchtimes, off-site visits, visitors into school, theme days and theme weeks.

Progressions of skills and knowledge

We have created Progressions of skills and knowledge (PoSK) for all National Curriculum subjects and RE. PoSK detail where we want children to be at given points. These support teachers in ensuring learning is progressive with high quality learning outcomes, linked to developmental stages and appropriately challenging.

When devising PoSK we have:

- Looked at the purpose of each National Curriculum subject and identified essential disciplinary knowledge and skills
- Identified concepts within the subject to ensure a conceptual thread running through PoSK. Children repeatedly encounter these concepts in different contexts enabling depth of learning over time
- Identified subject specific vocabulary
- Ensured the PoSK prepare children for their next stage in education



We define progress as knowing more and remembering more of the curriculum. As a result we ensure:

- Overlearning through repeated recall to develop fluency and automaticity of knowledge and skills
- Learning activities focus pupils' thinking on the learning objectives and avoid overloading their working memory
- New knowledge builds upon what has already been taught
- Our end of Key Stage 1 expectations for all subjects are high and therefore promote challenge

At Frogmore Infant School we plan for blocked themes. Key learning content (as detailed in our progression of skills and knowledge) for each year group is identified for each half term on a long term plan. We plan learning sequences (Schemes of Work) with the choice of learning objectives being supported by year plans, PoSK, children's prior knowledge and understanding, and our KnAC model.

KnAC is a model of planning which provides children with a rich learning context based on concrete experiences. This involves practical, hands on learning in which time is invested to develop language/ vocabulary, knowledge base and a sense of why this learning is important. Once children have acquired the relevant knowledge and skills they then apply these to a real life or imaginary context with a shared learning outcome. We plan opportunities across the curriculum, over time, for beautiful work to come from stages of drafting and feedback to celebrate the acquisition of new knowledge and skills.

Knnowledge

Launch of learning topic to provide 'why' of learning.

Builds upon current knowledge, skills, concepts and vocabulary

Provides practical opportunities to make sense of learning.

Explicit teaching- models, guided practice.

Analysis

Connect knowledge and skills.

Repeated opportunities to practice, apply and extend new skills and knowledge.

Demonstrate understanding of facts and ideas.

Independent practice .

Create

Overall learning outcome.

Deep understanding, link concepts and ideas and ability to apply new learning.

Construct, invent, alternatives.

Learning topic outcome
Structured reflection.

Evaluation





25% of children enter school with **attention and listening difficulties** with some showing single channel attention. This combined with low concept and vocabulary development acts as a major barrier to their learning. As a result we:

- Plan and teach to close gaps in conceptual understanding and vocabulary
- Pre-teach subject specific vocabulary
- Use texts to reinforce subject specific vocabulary, shades of meaning in similar words
- Plan for rich dialogue
- Actively teach listening skills

When designing teaching sequences (Schemes of Work) we:

- Focus on learners and their next steps
- Build on assessment outcomes
- Revisit key concepts and add new information which links and connects to prior schema to ensure deep learning takes place
- Ensure learning is challenging and securely centred on the acquisition of skills and knowledge
- Design lessons that ensure the learning journey makes sense
- Design contexts that are meaningful and engaging and provide a real audience
- Connect learning with the local community, real world issues, natural environment and social responsibility
- Promote rich dialogical contexts
- Develop subject specific vocabulary
- Develop learning values and understanding of self as a learner
- Personalise learning experiences through differentiation

We want our children to have a strong sense of belonging to the place where they live. We believe that the local environment is a key resource for learning. There is significant research that suggests good quality learning outside the classroom adds significant value to children's learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills. We are committed to:

- * Use of school grounds
- * Links with Yateley Common, an area of Special Scientific Interest and a Special Protection Area
- * HCC Trail Blazers scheme
- * Links with Saint Barnabas Church, local schools and community groups
- * High quality PE and sports and provision





We want all our children to know more and remember more. To ensure children are moving from shallow knowledge to deep knowledge we frequently revisit concepts, using variation, to ensure fluency and retention. Different levels of support is provided- corrective teaching for those who need it for minimum level, whilst differentiating by depth rather than speed or breadth for more able pupils. We use a cyclical approach to assessment followed by responsive teaching in order to plug gaps/deepen learning.

Greater depth requires teaching which promotes relationships and curiosity as well as knowledge and skills. At Frogmore Infant School we:

- Plan for 'challenge tasks' requiring demanding thinking and question deeply
- Make more time to embed taught skills at a deeper level
- Link learning explicitly to real life situations

So that the child:

- Is entirely independent- can use the knowledge/skills independently
- Is entirely fluent in their application of the knowledge/skills, can explain connections and their thinking
- Shows resilience

Mastery of subject content	<p>Understand key learning/effective use of skills and knowledge</p> <p>Use of subject specific language</p> <p>Learning can be transferred and applied to different contexts- draw upon knowledge and skills to complete new tasks</p> <p>Relating ideas to previous knowledge and experiences</p> <p>Looking for patterns and underlying principles</p>
Critical thinking and problem solving	<p>Think critically, analytically and creatively</p> <p>Know how to find, evaluate and synthesize information to construct arguments</p> <p>Design own solutions to complex problems</p>
Effective communication	<p>Can explain their understanding to others</p> <p>Use of subject specific language</p>
Learning mindset	<p>Show persistence</p> <p>See setbacks as opportunities for feedback and growth</p> <p>Learn from and support others</p>
Effective metacognition	<p>Able to plan, do, review own learning</p>



Our vision statement and school aims set ambitious targets and high aspirations to ensure ALL children achieve the very best they can. The school's direction stems from our ethos of:

Happy learners, great achievers

At Frogmore Infant School we recognise the importance of identifying values which underpin the work of the school and, together with an understanding of the unique context of our school, help to ensure our school mission and aims are translated into action. We believe that the identification of a mission, aims, values and context is crucial to ensure a firm foundation for effective pupil learning and a means by which the school's approach to learning can be constructed and justified.

Our values:

Care—we care for ourselves, others and our surroundings

Excellence— we always do our best

Honesty— we are always honest, trustworthy and sincere

Respect— we treat others as we would like to be treated. We value individuality and diversity

Responsibility— we take responsibility for our own behaviour, our own learning and the learning of others

Excellent progress in all areas of the school's curriculum for ALL pupils

Our learning values:

Be Curious



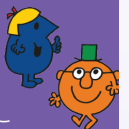
- ★ I can wonder why.
- ★ I can ask great questions.
- ★ I can use good words to say what I've noticed.
- ★ I want to know more.
- ★ I can talk about what amazes me.
- ★ I love learning new things.

Be Self-Reflective



- ★ I can make improvements.
- ★ I can learn from my mistakes.
- ★ I can talk about my best work.
- ★ I can ask questions to help me learn.
- ★ I can use colour marking and learning checklists.
- ★ I can ask for and give feedback.
- ★ I am able to think about and understand my learning:
 - How well did I do?
 - What didn't go well?
 - What could I do differently next time?

Be Persistent



- ★ I always try my best – I don't give up.
- ★ I can resist distractions.
- ★ I know what to do when I am stuck.
- ★ I can Cope with not knowing the answer.
- ★ I can feel proud of myself and of others.
- ★ I believe I Can get better at things.
- ★ I keep going when things are difficult.

Our values set out the key characteristics we want our children to acquire. We place a relentless focus on developing these to give children a language for learning and life that enables all children to excel.



**Frogmore Infant School,
Green Lane,
Frogmore,
Camberley,
Surrey
GU17 0NY**

Tel: 01252 872601

Email: adminoffice@frogmore-inf.hants.sch.uk

Website: www.frogmore-inf.hants.sch.uk