

Frogmore Infant School



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 succeed.

Our school values

Care

We want our children to care about themselves and the world around them. We believe that all people are of equal value and believe in the importance of friendship, cooperation, collaboration and involvement.

Curiosity

We want our children to feel a sense of wonder for the world in which they live, experience the thrill of learning and show curiosity. We believe a connection with the natural world, the opportunity to ask questions and explore helps children to develop a sense of their own identity and self-worth.

Excellence

We want our children to strive for excellence in all they do. We believe in the importance of aspiration, high challenge and hope and the importance of believing we can all achieve the very highest of outcomes.

Honesty

We want our children to be honest at all times. We believe in taking responsibility for your own actions and the importance of trust and integrity. Children know people can rely on them and it's the basis of a trusting relationship.

Persistence

We want our children to have a high degree of self-belief and self-confidence with the ability to be self-determining and exercise control over their own lives. We believe in the importance of persistence, independence, and commitment. We want our children to have the emotional strength to know failure and difficulty are part of the learning journey.

Respect

We want our children to have a conscientious understanding of and respect for the rights, equality and diversity of all without discrimination. We believe it is important to equip children with the skills, attitudes and behaviours needed to develop mutual understanding, mutual respect, empathy, trust and honesty and tolerance.

Responsibility

We want our children to know what it means to be responsible. Our children will be dependable and accountable, be able to make good choices and exercise self-control, and be able to acknowledge their own mistakes. We want our children to become confident, fair and responsible individuals who make informed and responsible decisions throughout their lives.

Self-reflection

We want our children to develop the ability to think for themselves, see things from a range of perspectives, improve on their own standards and strive to achieve the best they can. We believe it is important to reflect upon learning and learn from these reflections. We want our children to know what went well as well as knowing how to extend their own learning.

| EVALUATION | | | | | | | |
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| Periodic summative assessments capture achievement and progress at key points throughout the year and curriculum | Ongoing formative assessments across all subjects provide pupils with the feedback and opportunities they require to raise their achievement | Diagnostic Assessment is used to inform a specific program of learning | Qualitative assessments capturing achievement across the breadth of the curriculum via learning walks, discussion, book and planning scrutiny | Moderation of assessments and judgements occur throughout the school year and with colleagues from other schools in the local area | Subject leaders review the provision within their area by competing an audit to inform strategic planning | SLT evaluate the work of the subject leaders, oversee the impact of the curriculum as a whole and provide strategic leadership | Governors evaluate the impact of leadership on the quality of the provision and the impact on outcomes for children |

At Frogmore Infant School our *Self-evaluation Framework* sets out our ambitious criteria for achieving our school vision. This requires a sustained focus on improving educational outcomes for all pupils. The framework provides a robust tool to engage in evidence based analysis of what is working well and what needs to improve. We recognise that self-evaluation is an ongoing process of reflection and evaluation where outcomes are used to plan future improvements.

The framework consists of four key objectives supported by a number of strategies designed to identify clear drivers towards meeting our objectives.

