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 identify and selfworth.

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.

IMPLEMENTATION					
Year R: EYFS	 Personal, social and emotional development 	Communication and language			
	 Literacy 	 Physical development 			
	 Understanding the world 	 Maths 			
		 Arts and expressive design 			
Year 1 and Year 2: National	Art and Design	 Computing 			
Curriculum and Locally agreed	 Design technology 	 English 			
syllabus	 Geography 	 History 			
•	 Mathematics 	• Music			
	 Personal, social and emotional education 	 Physical education 			
	 Religious education 	 Science 			





- Progression of skills and knowledge
- Learning journeys including previous knowledge, key vocabulary, key knowledge
- Schemes of work

We use a range of curriculum enhancements alongside statutory curriculums to ensure children experience things outside their daily experience and have the knowledge and skills they need to succeed in life:

Visitors, educational visits, the locality, extra-curricular clubs, outdoor learning, theme weeks, collective worship, learning events, learning outcomes, cross school events, helping hands, Saint Barnabas Church, home learning, educational partnerships

	IMPACT: Happy learners, great achievers						
At	Knows how to learn	Wants to learn	Feels good about	Works well with others	Experiences success	Thinks of their own	
Frogmore			themselves			ideas	
Infant	Children are able to	Children love learning	Children show high self-	Children are prepared for	Children learn in a	Children discover,	
School	solve their own	and show lovely,	esteem and self-	life, are responsible,	climate of achievement	explore and	
everyone:	problems and have	enquiring minds. They	worth. Children mutual	responsive, active citizens	where personal	create. They show	
	confidence in the	think deeply, make	trust and respect	who contribute to the local	excellence and a joy of	curiosity and develop	
	choices and the	meaning out of	towards others They	community. Children show	learning are highly valued	imagination to arrive at	
	decisions they	experiences, are	show hope and	tolerance, empathy and a	and lead to a fulfilling,	novel and alternative	
	make. Children to	prepared to take risks	aspiration and courage	growing awareness of the	satisfying, active and	solutions.	
	know how they learn	and know that with	to live by their own	importance of positive	healthy life. ALL children		
	best, how to improve	perseverance we can	beliefs and values.	relationships in all aspects	make excellent progress		
	their learning.	learn.		of life.	and enjoy celebrating		
					success with others.		

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

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

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.

