



Curriculum Statement 2021/22



Review of academic year 2020/21

The Covid pandemic made us step back and consider, once again, the rationale behind our curriculum and to consider what it is our children need to learn in order to be life-long, enthusiastic learners in the 2020's.

A recovery curriculum was developed from assessing where children were at and from categorising all areas of the curriculum into essential, desirable and optional objectives so that areas of learning were prioritised. Small steps in order to embed learning was and still is the focus with constant opportunities for retrieval.

In September 2020 we decided to stop delivering a topic based curriculum as it was too restrictive. We were selecting reading books to fit with our 'topics' and they weren't high enough of a quality to stretch our readers. On reflection, we moved to themes e.g. courage so that learning could be linked where relevant, but was also high quality, meaningful and purposeful, whilst developing children's creativity.

We teach subjects separately in order for children to develop their skills and knowledge and in order to deliver a high quality provision.

Enrichment (French, music, cookery, gardening, outdoor learning) utilises the facilities we have in school and the expertise of our enrichment teachers.

Intent

At Frimley we deliver a curriculum in order to develop all children into life-long learners giving them the skills and tools to equip them for the real world. Children understand what it is to be an artist, a geographer, a mathematician etc and through memorable experiences and excellent quality delivery, children are encouraged to develop inquisitive minds and a love of learning. By considering each subject separately and the skills within it which need developing we are able to ensure we have a broad and balanced curriculum.

We liaise closely with both key stage 1 and key stage 3, and within key stage 2, to develop a flexible curriculum which both meets the needs of the community and reduces 'cliff-edges' making children ready for their next stage of learning and more confident to approach learning challenges ahead.

Our intent is to give children life skills and learning skills so that they are able to resiliently express themselves and approach life as all-rounded citizens.

Implementation

'Hooks' are used to engage children in their learning at the beginning of a learning sequence, across many subject areas, through a range of memorable experiences. From pupil voice, it is clear children like these and remember them. This supports the development of a love of learning and engagement in the learning process. Children are also encouraged to reflect on their learning and to consider what more they know now.

Small steps in learning, questioning and retrieval enable children to really understand what they are doing and to deepen their understanding. Teachers do not move children on in their learning until they are ready to do so. Retrieval opportunities are used regularly as part of learning in order for children to revisit learning and to apply it in other contexts. All statutory elements of the curriculum are planned for and monitoring is in place to ensure coverage takes place.

Learning is taught through stand-alone subject areas in order for the progressive skills and knowledge development to take place. Learning experiences are planned in order for skills and knowledge to be developed.

Through a Frimley Learner Passport children learn how to optimise their learning skills. Through the school values, children learn the life skills to be respectful and responsible citizens. These values and attributes underpin our curriculum and all of school life. All children have a Learner passport and work, both at school and at home, to demonstrate the attributes to achieve certificates. When all of the attributes have been achieved children become

an Ultimate Frimley Learner. Children who demonstrate the school values can achieve both praise points and star of the week.

The curriculum is monitored by the curriculum leader, subject leaders and children, through the learning team. Books and flipcharts are monitored and pupils are spoken to so that the curriculum can be shaped to meet needs.

All staff are trained in the *6 Key Principles of Outstanding Teaching and Learning*; personalised learning, fluid grouping, questioning, scaffolding, facilitation and feedback. Through research, all have been proven to have a great impact on attainment and progress. One of these is a focus every term, alongside a subject area, and this is the basis of all CPD for the term. In lesson observations the 6 key principles are the focus and the basis for feedback.

Impact

In classrooms you will see and hear:

- A buzz of learning
- Awe and wonder as children discover
- Fluid groups, children collaborating in different groups
- Children revisiting and recalling previous learning
- Memorable experiences and learning
- The needs of all children being met.

Because of the delivery of our curriculum, children will leave Frimley:

- As engaged and intrinsically motivated learners
- Having developed their knowledge and skills across all subject areas
- With deep learning embedded
- Being able to recall learning from their time at Frimley
- Ready for their next stage in learning
- Resilient and ready for life's challenges

- With a wide range of art and design skills, knowledge and techniques.
- With the ability to express their own ideas, interests and thoughts on paper and through other creative means.
- With a confident approach to creative learning (being an individual).
- Well equipped to plan and carry out creative learning and have developed their skills to achieve better outcomes.



Collective Worship

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The aims of Collective Worship remained the same last year however the delivery of it changed dramatically. The week both started and ended with an online assembly (delivered via TEAMS to the whole school, promoting a sense of community) but many of the other assemblies were delivered in class by the class teacher. Monday assemblies were a video message from either the headteacher or Canon Stuart. Tuesday assemblies had a British Value focus, Wednesday's a Spirituality focus and Thursday's a well-being focus. The Collective Worship leader provided video input for the first few spirituality assemblies of the year in order to model how to deliver the information. She also created all of the assemblies for Tuesday- Thursday to ensure coverage of values and information shared. Class assemblies enabled teachers and pupils in their class to have rich conversations about a range of ideas and beliefs and children shared their views more confidently.

Worship team were used to support and monitor collective worship within the classroom. They led on the prayers and regularly asked 'big questions' to promote discussion. In the Summer term they also worked with the Collective Worship leader to create some assembly materials for Wednesday assemblies.

Obviously, we have missed coming together as a community in the physical sense and worshipping through singing but due to Covid19 restrictions this wasn't possible. We will review how we do this in 2021-22.

Intent

We offer all children at Frimley the opportunity to develop their own beliefs and to understand the beliefs of others. Through school worship the community of Frimley can share in opportunities to experience worship and reflection, and to explore the Christian faith through meaningful acts of Collective Worship. Worship in school offers the opportunity for the school community to be encouraged and challenged by the message of the Christian Gospel and engage with the school's 6 values and issues that encourage working towards a fairer world for everyone.

Implementation

Daily acts of Collective Worship (which is the statutory requirement of a church school) including: clergy, class and celebration assemblies based around the 6 Christian school values, other Christian themes and reflecting the British Values. Spirituality is also mapped out across the curriculum, and links are made to the values, bible stories, British Values and spirituality where it is relevant and appropriate. Clear links are made within the R.E. curriculum. All Collective Worship sessions are classroom based in a safe and stimulating environment in order to promote reflection and discussion.

Monday worship is delivered by the headteacher or Canon Stuart Thomas (currently via a video link) and is based around the value.

Tuesday worship is delivered by the class teacher and based around the British Values. These are created by the Collective Worship leader.

Wednesday worship is delivered by the class teacher and is an opportunity to be explicitly taught about spirituality and to develop their own spirituality. These are created by the Collective worship leader who models how to present the worship and how to develop spirituality.

Thursday worship is also delivered by the class teacher and is based around an area of well-being which is relevant to the children at the time. This is also created by the Collective Worship leader in order to meet the needs of the school.

Friday worship is called a Celebration Assembly where the whole school comes together to celebrate successes of the week and reflect on the values. Star of the week is awarded to a child in each class who has demonstrated the focus school value.

Worship team (made up of children from each class) support the Collective Worship leader and their class teachers by delivering prayers, leading discussions, creating some acts of Collective Worship and monitoring some of the acts of worship. The Collective Worship Leader also monitors acts of Collective Worship across the school

Impact

In classrooms you will see and hear:

- Discussions and debates based on 'big questions'
- Awe and wonder as children discover and analyse their beliefs/ideas and about the beliefs of others
- Opportunities for reflection
- Memorable experiences and learning
- Children expressing their beliefs and the beliefs of others in a range of practical and creative ways

By the end of children's time at Frimley they should be able to:

- Understand what spirituality is and to be able to reflect
- To be confident to share their beliefs and values
- To understand about the Holy Trinity and how the Bible can have an impact on their life



Design and Technology

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<ul style="list-style-type: none"> Developed a small-step approach to learning with a focus on developing skills (staff meeting). Assemblies used to develop creative approaches. Developing creativity further Art and DT separated to stand alone subjects to ensure development of skills 	
Intent	
<p>Through the teaching of Art and DT, the aim is to enable to improve children's engagement, creativity and provide them with opportunities to develop and extend their skills. All children will have the opportunity to express their individual ideas, thoughts and interests through a variety of mediums, equipment and resources.</p> <p>Children will become more confident artists and creators understanding that there is no 'wrong' result/outcome and develop resilience to improving their outcomes. They will learn more about different techniques and skills and have opportunities to practice these to become more confident inventors and creators of their own works of art and projects. Where possible activities will include child-choice and be child-led to develop creativity and independence further.</p>	
Implementation	
<p>Lessons are taught in blocks by the class or enrichment teachers. Planning will follow a small step approach to mastery. Children will be influenced through enrichment, after school clubs and assemblies to provide further opportunity for creativity and child-led approaches. Lessons will be exciting and creative where children can explore their ideas through different mediums, equipment and resources in a supportive style of small-step learning to build confidence and more positive outcomes.</p> <p>Class teachers will take photographs of the children's work and submit a selection half-termly to enable skills and knowledge progression to be monitored. Monitoring will also be through flip scrutiny, sketchbook scrutiny and pupil/staff voice. The curriculum overview will show progression in line with the skills and knowledge progression document.</p> <p>As part of DT children will work with food. Pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils will also be taught the following skills through DT lessons:</p>	
Design	<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
Make	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluate	<ul style="list-style-type: none"> investigate and analyse a range of existing products. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. understand how key events and individuals in design and technology have helped shape the world.
Technical language	<ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures. understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). understand and use electrical systems in their products (for example, series circuits, switches, bulbs, buzzers and motors). apply their understanding of computing to program, monitor and control their products
Impact	
<p>In classrooms you will see:</p> <ul style="list-style-type: none"> Excitement, engagement and enthusiasm. Exploration of techniques and equipment. Children expressing their interests, ideas and thoughts with more confidence. 	

- Children will broaden and deepen their understanding in art and design and enjoy the varied creative opportunities.
- Evidence is collected through sketch books (where relevant) and photos (where appropriate).

Children will be able to:

- Become better creative risk takers.
- Become more resilient.
- Become more experimental and understand how to better their outcomes.
- Children will broaden and deepen their understanding in art and design and enjoy the varied creative opportunities.

Children leave Frimley:

- With a wide range of art and design skills, knowledge and techniques.
- With the ability to express their own ideas, interests and thoughts on paper and through other creative means.
- With a confident approach to creative learning (being an individual).
- Well equipped to plan and carry out creative learning and have developed their skills to achieve better outcomes.



Enrichment



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What were the areas of development and success?

- Pupil voice demonstrated high levels of enthusiasm and engagement with the new style Enrichment.
- Behaviour during Enrichment greatly improved.
- Switching classes/splitting to 4 classes was not as beneficial as hoped as more difficult to settle children and time being wasted.

Pupils response to the subject area?

- Pupil voice indicated a high level of enthusiasm and engagement with the new content and style for Enrichment.
- This was also evident through improved behaviour throughout these sessions.

What have we changed?

- Continue with the new style Enrichment system – with three sessions rotating on a 3 or 4 weeks basis (to include Enrichment (DT/ART, garden, outdoor etc.) lessons and French and music).
- Provide child led opportunities/choices as often as possible.
- Keep children in their current classes for Enrichment time.

Why have we chosen to teach/deliver this way?

- The new style of enrichment encourages children to think more creatively and develop and embed these skills.
- HTLA teachers are well suited to teach the enrichment lesson (2) delivery and French and Music is delivered by a specialist HTLA.
- Child led and choice will develop creativity further.
- Children are more settled when staying in their normal classes for Enrichment.

Intent

Why do we do what do?

- The 'Creative' element of Enrichment is to enable progression in the development of creative skills and to offer a wide range of broader curriculum opportunities, fully utilising the skills of staff and the school's extensive facilities. These skills include Art, DT (including cooking) and Gardening. Children will have the opportunity to experience a range of lessons with a particular focus on use of outside space including the school Science Garden (weather permitting).
- French and Music lessons provide an opportunity to develop skills and confidence in these areas.
- Where possible activities will include child-choice and be child-led to develop creativity and independence further.

Implementation

What does it look like in practice?

- Planning is flexible and weather dependent. Children in different groups will have similar but not always identical opportunities (based on the time of year/weather when they do Creative lessons). Planning includes a range of DT, Art, Gardening and cooking opportunities (progression is planned in where possible to ensure children are supported and challenged dependent on their ability).
- The children have weekly lessons which vary in length depending on when their Enrichment is. The classes will rotate through 2 Enrichment opportunities and one French/Music lesson every 3 or 4 weeks.

How will the children be influenced by this?

- They will have consistent opportunities for creativity.
- Child-led activities within the lessons.

How does our school develop wider skills and capabilities across the curriculum? Enrichment Days/further opportunities in class/clubs.

What curriculum monitoring activities do you use? Pupil voice and flipchart monitoring.

If somebody visited our school tomorrow, how will you demonstrate curriculum intent?

- Curriculum overview which shows progression (This provision is in addition to the essential curriculum skills taught in class).
- Planning – demonstrating opportunities provided.
- Skills and knowledge progression document.

What professional development opportunities will you provide for staff? Updates as needed / planning or support as needed.

Impact

How do you know you have a quality curriculum?

This is not mostly applicable but I keep coverage documents highlighted with progress on Art/DT objectives that are covered.

What will we see around school if your implementation is successful?

- Excitement and engagement of children who are able to talk about their learning.
- Children will broaden and deepen their understanding in these areas and enjoy the varied creative opportunities. Feedback is verbal. Evidence is collected through sketch books (where relevant) and photos (where appropriate). Pupil voice is used to ensure attitudes are positive.
- Engagement, enthusiasm and confidence to develop creative skills.

What will children be able to do better because of our teaching?

- Children will broaden and deepen their understanding in these areas and enjoy the varied creative opportunities.

Children leave Frimley: With a confident approach to creative learning. They are well equipped to plan and carry out creative learning and have developed their skills to achieve better outcomes.



French

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Due to Covid, the way French was taught and delivered changed last year. Singing (to rehearse and learn vocabulary) was stopped completely. During the second whole school closure children were sent video lessons of the French teacher setting tasks and delivering vocabulary. This worked well and we had positive feedback from the children.

Because of the 'gaps' in French lessons (due to the pandemic), the opportunity to rehearse verbally with a linguist was limited and therefore pronunciation and speaking and listening is a great focus for French this year. Also a lot of topics were not covered last year and therefore are being repeated in order for children to have coverage in French and to develop their skills progressively.

We have now decided to deliver French lessons in a three week block (one lesson per week) so that the content can be grouped in topics and so that there is a high quality and intense input. We have also decided to ask class teachers to deliver the register once a week in French in order for children to rehearse their skills at other times. At other times French is delivered by a knowledgeable and passionate language teacher.

Intent

We want children to leave Frimley enjoying the language of French and to embrace learning new skills. We want children to understand why we learn languages and to welcome the opportunity to do so, whilst developing an understanding of other cultures. Our intent is for children to build in confidence in speaking and develop their conversational skills in preparation for the KS3 language curriculum.

Implementation

French is delivered by a specialist teacher in three week blocks (with one lesson a week). In order to immerse the children in the language, the teacher speaks, on the whole, in French. French lessons are planned to meet the needs of the children at Frimley and are progressive in nature. They meet the statutory requirements of key stage 2 MFL.

A French lesson begins with all children being greeted in French and an oral starter. All children record the date and title in their books in French so that they are rehearsing written skills too. The lesson contains the opportunity to speak, listen, read and write in French based on topic areas which are progressive across the key stage. Children develop their knowledge of French vocabulary and concepts and their skills of being able to communicate more confidently in French.

Scaffolds are given to support some children with their learning (and these may be oral or written). Some children, who are fluent French speakers, have their own tasks tailored to them and work on the progression of their written French.

Impact

In French lessons you will see/hear:

- A balance of reading, writing and speaking and listening in French
- Children rehearsing and developing their pronunciation and language skills
- Children enjoying games, rehearsal and conversations in French
- The teacher speaking, on the whole, in French to immerse children in the language
- Scaffolds to support learners
- Individual tasks for children fluent in French in order to personalise learning for them
- Progression through a topic will be evident in the development of key skills and acquisition of main vocabulary

Because of the delivery of French, children will leave Frimley:

- Confident to speak in front of others
- Being able to hold a simple conversation in French
- With an understanding of the relevance of what they are learning in languages and how it relates to everyday life and travel
- Ready for the KS3 French curriculum



Geography

Curriculum Statement 2021/22



Review of academic year 2020/21

- Most year groups were using Immersion days or a hook to start off each topic and get the children's ideas for how they would like to learn and represent their learning.
- Some monitoring against the skills and progression document was carried out on flip charts and books but it was limited due to Covid. Feedback was given to each year group.
- Some ICT resources were being used in lessons such as Digimaps (a staff meeting was carried out on this and year groups did incorporate its use in lessons), Google Earth and some were using some technology ideas from MrPICT subscription.

Intent

Intent:

At Frimley, we believe it is important for children to develop a coherent knowledge and understanding of Britain and the world around them. Geography provides children with the opportunity to explore our local area, Britain and the wider world in more detail to enhance their locational and place knowledge as well as key geographical skills and terms. By looking at and comparing the physical, human, economic and environmental issues and features affecting each area of the world, children are able to develop a sense of the world around them and begin to understand how the choices they make have an impact on others around them.

Implementation

At Frimley, we extend their knowledge beyond the local area to explore Britain, Europe, The Americas and the wider world. Learning isn't just limited to inside the classroom, we utilise opportunities for outdoor learning too where children learn from first hand experiences through trips, visits and ICT experiences. Throughout Key Stage 2, children develop and build upon the geographical skills needed to raise and answer questions about locations all over the world. They develop key skills through the use of maps, atlases, aerial photographs and ICT based apps and websites. The right balance of knowledge and skills ensures that Geography is an accessible and interactive way of learning for all.

Impact

In classrooms you will see and hear:

- A sense of curiosity, enthusiasm and awareness of our local area and its place within the wider world.
- Children developing a deeper connection with and love of our world enabling them to understand the importance of looking after it so that future generations can enjoy the wonders it has to offer.
- Use of fieldwork and visual resources to develop subject knowledge and contextualise learning.
- Creative and engaging use of ICT to support the learning of Geography.

By the end of children's time at Frimley they should be able to:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.



History

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- Most year groups were using Immersion days or a hook to start off each topic and get the children's ideas for how they would like to learn and represent their learning.
- Some monitoring against the skills and progression document was carried out on flip charts and books but it was limited due to Covid. Feedback was given to each year group.
- ICT resources were being used in lessons.

Intent:

At Frimley, we believe it is important for children to develop a coherent knowledge and understanding of Britain and the world around them. History provides children with the opportunity to explore the past; learning about significant people and key events in Britain and the wider world and to begin to understand how such events have shaped and influenced our lives today. We aim to make learning more child-led, which is driven by the children's interests whilst meeting the needs of the national curriculum objectives. We ensure learning is relevant to them by learning about and making comparisons to our local area. A chronological awareness is key in history and we expect children to be able to place events, people and changes into correct periods of time, as well as use dates and vocabulary appropriately.

Implementation

- History provides children with the opportunity to develop a secure knowledge of the past and to inspire curiosity and develop skills of enquiry and questioning, allowing them to become open minded "historical detectives" who explore the past in exciting and creative ways.
- We aim to bring the past to life through practical first hand experiences, such as role play and workshops, and the use of a variety of primary and secondary resources, such as artefacts, to help the children find clues and deduce information about the past.
- As children progress through the school, they are taught to further develop their critical thinking skills and investigate and interrogate historical evidence and communicate their findings in creative and engaging ways.

Impact:

Children will:

- Become increasingly aware of how historical events have shaped the world that they currently live in and impact upon our future.
- Develop an awareness and sense of curiosity about how our past influences who we are today and History's links with our British Values.
- Develop a better understanding of History within our local community.
- Be equipped with transferrable knowledge and skills which help to prepare them for the next stage of their learning and for life as an adult in the wider world.

In classrooms you will see and hear:

- Children who have a thirst for knowledge and ask questions to develop their understanding of significant people and events that have shaped our world today.
- Use of relevant artefacts and sources to develop questioning and problem-solving skills, strengthen children's understanding of a period, and empathise with people from the past.
- Creative and engaging use of ICT to support the learning of History.

By the end of children's time at Frimley they should be able to:

- Show a chronologically secure knowledge and understanding of British, local and world history.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Show secure knowledge and understanding of significant events that have shaped our world today and impact upon our future.
- Foster an awareness and a sense of curiosity about how our past influences who we are today.

Understand how our knowledge of the past is constructed from a range of sources.



ICT



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Areas of development and success

As a result of covid and children having access to different devices when working at home, parts of the computing curriculum were difficult to deliver during the lockdown and as a result there are gaps within the children's learning. Prior to this, computing was taught as a stand alone subject rather than a subject which was interwoven into subjects across the curriculum and this made it sometimes difficult for the children to see how ICT connects and translates to the real world.

Areas of change

We wanted to harness the power of technology so that it is used in more meaningful ways with the children to enhance their learning experiences. We wanted technology to be used as an additional learning tool within the classroom which children could utilise whenever they needed. In order to meet the increased demands of technology, our infrastructure (wired and wifi) was updated over the summer holidays in order to meet the increased demands that more devices within school would place upon it. Along side this, a new filtering system and firewall were implemented to ensure that our children are being kept safe whilst online. During the summer term, all teaching staff completed their Apple Teacher Training to become Apple Accredited Educators. All staff are being supported in rethinking the way technology is used within the classroom. Staff are now planning opportunities for the use of technology across the curriculum and considering the impact it has upon teaching and learning. At the start of the year, all staff received a new iPad and pencil to use within their lessons and around the school. We now have a year group set (90) of iPads so that each child can use one on a 1-2-1 basis rather than having to physically share it with others. Children are still collaborating with each other but now they are doing so in new and innovative ways. We also have a bank of iPads which are used within Enrichment lessons too. ICT remains high on the whole school agenda with staff receiving regular CPD. Our Learning Support Assistants and Digital Leaders are currently undertaking their Apple Teacher training qualifications too so that they can support other children and staff within the classroom.

Intent

Our vision is to develop a culture where the use of technology becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances of the future. Our plan is for every child to have their own iPad which is used as an additional learning tool within the classroom. Used effectively, technology has the ability to enhance the teaching and learning process enabling children to develop essential skills, apply and embed their knowledge and understanding of the world around them whilst also providing them with an opportunity to express themselves and their learning through a creative medium of their choice. The Gallop study found that 81% of educators found that technology-based lessons helped to foster a sense of creativity, develop critical thinking and problem-solving skills. 'The Future of Jobs' report from the World Economic Forum ranks these skills among the 10 most demanded skills today for the future. The innovative use of technology combined with a traditional learning approach, prepares children for their next stage of learning and their future beyond.

Implementation

Computing is carefully planned for throughout lessons across the curriculum in accordance with the National Curriculum objectives. In addition, objectives are further supported by a clear knowledge and skills progression document to ensure that key skills and knowledge are developed and built upon as they progress through the school. The computing curriculum is made up of three strands: digital literacy, information technology and computer science. Through these strands, children have the opportunity to learn and apply a variety of concepts from designing, creating and debugging their own programs to accessing information, evaluating its suitability, tailoring it to meet their own needs, learning how to store it and share it with others. There is a big focus on digital literacy throughout all subjects where children learn how to use ICT safely, respectfully and responsibly and understand the impact that technology can have upon themselves and others. Our children are taught when and how to report concerns about content or contact.

In lessons, children will have regular access to the hardware (mobile devices and programmable equipment) and software that they need to enable them to develop an understanding of digital systems and their applications. These are planned for and taught within an exciting and meaningful context to help them to see the links and make better connections with the world around them and transfer the skills they learn across the curriculum. Children are regularly given opportunities to express themselves through the use of a range of multimedia tools.

Monitoring of provision will be an ongoing process throughout the academic year. The ICT lead will monitor the use of technology and its impact upon the children's teaching and learning in class through: lesson flipcharts (including

teacher models and inputs, learning scaffolds, resources used and learning activities), learning outcomes through the scrutiny of work and by using pupil and staff voice – both formally and informally. Subsequent actions will be taken in response to all formats of monitoring to continually improve the provision. Within lessons, teachers will use tools such as Apple Classroom to make learning visible to all. Digital Leaders also regularly monitor the learning experiences in class and feed back to the ICT lead during meetings so that we are continually reviewing our practice.

Impact

Children will leave Frimley as more competent, independent and digitally literate people with an increased understanding of how technology works and its connection with the world around them. They will have developed and applied key skills such as creativity, critical thinking and problem solving whilst doing so.

In classrooms you will see and hear:

- Children using a range of multi-media apps confidently and competently to support and extend their learning across all curriculum subjects, within and beyond the classroom walls
- Children using technology to create memorable learning experiences which support the retrieval of key knowledge and the application of essential skills
- Children using technology creatively to express their understanding in innovative and exciting ways
- Children who are excited by and engaged in their learning who as a result take more ownership of the learning process
- Children collaborating in tasks in new and innovative ways
- Children confidently sharing their learning with others
- Digitally literate children who know how to use the internet safely, respectfully and responsibly who understand that their actions have a direct impact on others.

By the end of children's time at Frimley they should be able to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



Maths

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Areas of development and success

- A small steps approach to maths continued enabling pupils to secure and master a mathematical concept or process before progression to a next step.
- Opportunities for retrieval practice provided in most lessons supporting retention and long-term memory. This will be a key feature of all lessons going forwards.
- Monitoring by subject leaders highlighted that sometimes lessons do not provide appropriate challenge. As a result of this, support to staff in staff meeting and through signposting of appropriate resources will be provided.
- Lessons continue to provide opportunities for the 3 main areas of the maths curriculum: fluency, reasoning and problem solving.
- A new approach to mental maths (explicit lessons and use of technology) was introduced. Going forwards, processes for monitoring progress need to be established.
- Ensuring all learners can access learning and appropriate challenge is provided for all learners in all lessons remain specific areas of development. CPD opportunities will be provided by maths leaders to improve this area.

Intent

At Frimley, we believe that enjoyment is paramount to our aim of developing confident mathematicians. Through a rich and engaging mathematical curriculum, pupils will have opportunities to develop and apply their fluency, reasoning and problem-solving skills to support their attainment so that they are ready for further progress at the next stage of their educational development.

We aim to ensure that mathematics is exciting, engaging, challenging and provides all learners with the chance to achieve successes in every lesson so to foster a positive attitude and growth-mindset towards the subject. Fluency, reasoning and problem-solving are the focal points of learning; this along with a small-step approach with a focus on mastery ensures that children develop and secure their understanding of mathematical concepts. Often, learning is investigative, encouraging children to deepen their learning by following their own lines of enquiry.

Implementation

Through careful planning, use of a small-step approach and pre-teaching of processes and mathematical vocabulary, where appropriate, all learners are able to access each lesson. Assessment of learning, both during and after lessons, ensures that learners can be supported fluidly or extended appropriately thus providing all with the opportunity to deepen their learning in every lesson. In lessons, teachers provide pupils with appropriate models and scaffolds whilst resources are utilised, where appropriate, so that pupils can secure concrete and pictorial understanding of concepts or processes before applying their understanding to a range of abstract representations.

Pupils are provided with retrieval challenges in all lessons to support retention and long-term memory of previously taught areas. Wherever possible, pupils are given opportunities to practise their fluency, reasoning and problem-solving skills in each lesson. Through full coverage of the National Curriculum, links to prior learning and real-life situations are explicitly made so that pupils are building on previous experiences whilst also recognising the links that can be made across the curriculum and beyond. In lessons, resources from White Rose Hub are used to support the small-step approach; a range of other resources such as Nrich, Teach Active and online platforms TTrackstars and Numbots are also regularly used to ensure that teaching is active, relevant and engaging.

Monitoring of maths provision will be an ongoing process throughout the academic year. Maths leaders will monitor lesson flipcharts (including teacher models and inputs, learning scaffolds, resources used and learning activities) and learning outcomes through scrutiny of work and pupil and staff voice – both formally and informally. Assessment outcomes will also be monitored and analysed to identify wider school trends. Subsequent actions will be taken in response to all formats of monitoring to continually improve maths provision.

Possessing a range of mental maths strategies supports learning and progress in the 3 key areas of maths: fluency, reasoning and problem-solving. Regular mental maths lessons (short and focused) support pupils' development in this area. TTrackstars and Numbots are two of the online resources used to help inspire pupils in this area of learning. A mental maths progression plan is in place throughout the school with regular monitoring to inform individual pupils' areas of development and to inform teaching focus.

Weekly MyMaths and TTrackstars tasks are set to provide pupils with the chance to consolidate the learning they have done in school, although this is optional for all year groups. Rock star of the month will be selected for each year group and announced in assembly with their photos being displayed on the maths board in the hall.

Throughout the academic year, pupils will have opportunities to attend maths competitions and the maths leaders will continue to explore and utilise opportunities to raise the profile of maths across the school.

Impact

- Pupils will enjoy maths, approaching the subject with a positive attitude and growth-mindset.
- All pupils will be able to access learning and appropriate challenge for all will be provided in all lessons.
- The percentage of pupils achieving age related expectations or higher by the end of the academic year will increase thus ensuring they are ready for further progress in the next stage of their educational development.
- Pupils will have a deep understanding of the methodology in maths and be able to explain their understanding. This will develop their reasoning and problem-solving skills.
- Pupils will possess a wide range of mental strategies and will understand the importance of times tables and number bonds with the majority being able to recall all times tables by the end of Year 4.
- Mental methods will be embedded and be independently applied to solve challenging problems.
- Pupils will be able to make mathematical links to other areas of the curriculum and wider life.
- Pupils will be actively engaged in representing the school in mathematical competitions.



Music



Curriculum Statement 2021/22

Review of academic year 2020/21

The teaching of Music was severely impacted by covid last year with limited opportunities for playing instruments, singing or extra-curricular activities. As a result, it is important we take the opportunity this year to provide children with as much exposure to music, both live and recorded, as possible. This should extend beyond the Music lessons that children receive as part of the curriculum and class teachers should ensure other opportunities for music are provided in the classroom. This could be through 'artist of the week' or simple musical games to be used as 'brain breaks' in learning. Through conducting a pupil voice survey last year, it is clear that children across the school enjoy their music lessons and would like the opportunity to be more 'hands on' and play a wider range of instruments. Lessons this year will have a greater focus on instrument techniques and children will have the chance to collaborate and compose within small groups using percussion and woodwind instruments.

We will also draw upon the resources and expertise of the other schools within the trust and arrange opportunities for collaboration such as a joint Christmas concert. The aim is to invite Music students from KS4 and above into the school to give performances and provide workshops in the hope of inspiring the children and giving them the opportunity to see and hear high quality live music. The Music specialist will continue to deliver lessons, as part of our enrichment provision, and ensure children are receiving an engaging and varied curriculum.

Intent

We aim to design a curriculum where children cover different elements of music, learn important vocabulary and develop a good understanding on how music has changed throughout history. At Frimley we continue to review and update the music curriculum to ensure that staff and children experience good musical experiences and improve their knowledge and understanding.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities, various performances and attending specific music lessons. Elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play an instrument in an ensemble, and in doing so, understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops knowledge of musical elements without the added complexity of an instrument. Children's understanding and enjoyment is monitored through formative assessment in lessons and pupil voice feedback. CPD will be provided in a staff meeting to increase confidence amongst class teachers and ensure strategies are available to further embed musical enjoyment and understanding across the school.

Impact

For children to understand the relevance of what they are learning within music and to enjoy their musical experiences within school. To ensure they experience performances from others as well as performing themselves. Children should be talking about Music in school and what they have been listening to/learning about. They will leave Frimley with a good knowledge of Music history and a range of high-quality music pieces, artists and composers.

In classrooms you will see and hear children:

- working independently and collaboratively to produce rhythms and melodies using a range of instruments,
- learning about the various aspects of music such as pitch, tempo and dynamics and how they affect what we play and hear,
- listening to a range of recorded music to understand how music has changed over time and how it differs across the world,
- dissecting the different components of the orchestra and how these instruments were used to create works by notable composers.



Curriculum Statement 2021/22

What were the areas of development and success?

- Staff confidence and knowledge has improved across a range of sports. This is a result of having a specialist coach on bi-weekly cycle.
- Purchased a range of sporting equipment which allowed all lessons to be well resourced.
- Renewed SHPSSA and Active Schools memberships.
- Registered for all available Surrey Schools events to ensure pupils are provided with all opportunities available.
- Level 1 (intra-house competitions) at the end of each half-term unit.
- Attending 'Active Surrey' inspire events that target least active pupils.

- Due to COVID 19 restrictions, children did not have access to a range of extra – curricular activities.
- Use external providers for less accessible sports and those not provided by school staff such as judo, dance and gymnastics.

After interviewing 8 children across all year groups, all children were able to identify and explain what skills they had learnt during PE lessons. All children rated their PE lessons as being very active and commented on how much they had enjoyed the variety of drills that they completed during PE lessons. All children have been able to take part in an intra- house competition – most children commenting on this as their favourite PE sessions. 2 out of the 8 children interviewed, expressed how they feel PE lessons could be improved. Both children said that they would like drills to be differentiated so that they can be challenged alongside children of similar ability to them.

As a result of limited clubs last year, due to COVID 19, we have ensured that there are an extensive number of clubs accessible to all children.

Why have we chosen to teach/deliver this way?

In previous years, staff confidence was low when teaching invasion games. Therefore, the external coach has been able to model a range of teaching points and offer advice on how to support different ability groups within a lesson. During Autumn 2, teachers will now have the opportunity to deliver a half term of tag rugby, using the skills and knowledge that they have gained from CPD. Teachers will have access to 'Get Set 4 PE' to help plan and deliver their PE lessons.

At Frimley, we offer a balanced sporting programme which is essential to the development of the whole child. We intend to offer children accessibility to a wide range of sports both through the curriculum and extra-curricular clubs, to engage all pupils and kick-start healthy, active lifestyles. PE and sport gives children the chance to be creative, expressive, co-operative and competitive, inside and outside of the classroom. Being regularly physically active can also help to ease anxiety, tension and stress and will result in improved attention in class. As a result of the COVID 19 pandemic, lots of young people have missed out on crucial opportunities to participate in physical activity and competitive sport. As well as this, we will be placing an even greater emphasis on embedding physical activity into the whole school curriculum to improve the physical and mental health of our children. As a school, we aim to ensure that all children are taking part in 2 hours of physical activity a week to provide the foundation for a healthy lifestyle. A clear competition pathway enables all pupils to participate in competition with

opportunities for all, regardless of ability. Through the promotion and implementation of the Frimley values and the School Games values, pupils will understand the importance of working as a team, showing resilience, self-belief and determination to achieve their own personal best while supporting others to do the same. We also aim to offer a broader range of activities and sports to all pupils, including SEND children and Pupil Premium, to increase participation levels and interest in physical activity.

Implementation

- All pupils will take part in a dedicated PE session each week. Each half term, year groups will focus on a different sport, based around either: invasion games (football, tag rugby, netball, hockey); striking and fielding (rounders, cricket); net games (tennis, badminton). Additional lessons will also focus on gymnastics, dance, fitness, cross country, personal challenges and problem-solving games, which will enable all children to receive 1 hour of curriculum PE each week.
- All children will also undertake a term of swimming as part of their PE curriculum, delivered by a specialist teacher.
- Sports Crew will be trained and utilised during lunchtimes to run fun, physical activities for the rest of the school.
- As part of our 'Feel Good Friday' initiative, classes will set and complete weekly physical, personal best challenges to increase opportunities for movement each day and resilience to improve their fitness and scores.
- Teachers will have the opportunity to observe qualified professionals to support their own CPD and to ensure teaching of PE is to the highest possible standard.
- A broad range of extra-curricular clubs will be provided throughout the year by school staff and external providers, including less accessible sports that children may not otherwise have the opportunity to take part in.
- Through the use of a participation tracker, those identified as least active will be invited to join tailored clubs and a variety of 'inspire' events through by Active Surrey, that aim to motivate and inspire them to continued engagement in physical activity and sport.
- As part of the PE curriculum, all pupils will participate in an inter-house tournament each half term as part of our curriculum provision, while inter-school competition opportunities will be available throughout the school journey through the Surrey Heath Primary Schools' Sports Association.
- The school's values and the School Games values will be promoted across all areas of sport and PE with adults and the sport crew acting as role models and through celebration of positive examples demonstrated by pupils.
- Extra-curricular clubs and identification of talent from teachers will provide a pathway for pupils to participate in inter-school competition.

Impact

- Pupils will develop a positive attitude towards sport and physical activity whilst understanding the benefits of a healthy active lifestyle.
- Pupils will develop a range of physical skills as well as teamwork and personal skills such as resilience, self-belief and determination.
- At least 50% of children will engage weekly in extra-curricular clubs with a focus on sport and/or physical activity.
- All pupils will have a clear pathway to competition through PE, extra-curricular provision and talent identification from teaching staff.
- All pupils will have the opportunity to experience a new sport/ physical activity that they have not experienced before.
- Children will learn how to collaborate with others and embed our school games values into their learning within the classroom (e.g. resilience, teamwork, passion, honesty, self-belief and determination).
- Children leave Frimley with a broader range of knowledge of different sports, rules and skills, needed to progress their understanding further when they reach KS3.
- Children will enjoy communicating, collaborating and competing with each other.
- Children will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.



Phonics

Curriculum Statement 2021/22



Review of academic year 2020/21

Last year, phonics was delivered by Teachers during spelling sessions but this was not fully embedded through a scheme. LSAs supported children in phonics interventions as and when required. Teachers and LSAs lacked some confidence and knowledge when delivering phonics lessons.

Due to covid and lockdowns over the last two academic years, children in the Infant schools missed lots of opportunities to develop their phonetic knowledge and skills, and this was evident in the new year 3 intake. Therefore, we have decided to develop a more structured approach to delivering phonics within year 3 in order to address the gaps in our children's learning. To do this we have brought in the Essential Letters and Sounds (ELS) Scheme which is a rigorous and engaging way to teach phonics and support teachers to ensure that the lowest attaining children keep up rather than 'catch up'. It teaches children to read using a systematic synthetic phonics approach and is designed to be used as part of a talk and story rich learning environment. The scheme provides comprehensive training for all staff who will be delivering phonics sessions and a range of exciting lesson plans and resources to develop enthusiastic learners with a love of phonics. There will also be a dedicated part time Phonics Teacher who will embed the ELS scheme and deliver fun and practical lessons with groups of children who need extra support.

Intent

At Frimley we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children's self-esteem and independence when accessing the world around them.

We intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of ELS
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding, age and ability appropriate texts
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, using phonic knowledge

Implementation

- ELS – pre-recorded training episodes for all staff and additional virtual training for the ELS Leaders, following the E model – Embed, Enact, Enable, Execute, Evaluate, Evolve
- Initial phonics assessment of all children in year 3 and children identified within years 4, 5 and 6 as needing extra phonics support
- Daily differentiated phonics sessions in Year 3 delivered by Teachers and LSAs (20 - 30 minutes)
- ELS structure: Review, Teach, Practise, Apply and Review
- Phonics leader and LSAs to deliver further phonics interventions across all year groups using ELS lesson plans and workbooks
- Children will be in differentiated groups or 1:1 to ensure progress is made
- All children will have a decodable reading book to match their phonics ability

Impact

In classrooms you will see and hear:

- Fun and engaging lessons with a quick pace and consistency between classes
- Happy and confident pupils who are able to use phonics to enable them to read and spell
- Independent learners who are able to apply their phonic skills across the curriculum
- Well-resourced phonics walls, activities and support mats

- Confident delivery of lessons by teachers and LSAs
- Challenge and support provided to all pupils

Children leave Frimley:

- confident in their phonic knowledge; able to blend and segment words independently when reading and spelling and apply this across the wider curriculum
- with a love and enthusiasm for reading and writing



Curriculum Statement 2021/22

Review of academic year 2020/21

Areas of development and success

- Flip chart monitoring and pupil voice indicated inconsistency with planning and the delivery of PSHE
- Teacher confidence was improving but a questionnaire to staff revealed some gaps in knowledge
- PSHE continued to be a subject which was dropped / rushed so statutory content was being rushed / overlooked

Pupils response

- Pupil voice indicated an enjoyment for the subject and in Year 6 some of the pupils wanted longer lessons
- Pupils surveyed liked having an opportunity to discuss emotions and real things

What have we changed?

- Developed a set time for PSHE – Feel Good Friday provides a non-negotiable timetable in which PSHE will be taught alongside circle time, P4C, Frimley Learner Passports etc
- We have bought into the Jigsaw scheme of work which is very current and supports continual professional development for teachers. It is hoped that the scheme will in turn support the development of teacher confidence.

Why have we chosen to teach/deliver this way?

- During network meetings, Jigsaw was always a popular choice so I met with another PSHE lead to clarify the benefits to the scheme. I also went on a training course to understand how it works in school.
- Feel Good Friday ensures a set time is dedicated to this subject and it allows for SLT, subject leader and the wellbeing team to walk around and see good practice.
- It supports and develops a whole school community feel.

Intent

- The Jigsaw PSHE scheme of work (a mindful approach) covers all areas for the primary phase including the statutory requirements for Relationships and Health Education. It links to SMSC and British Values and through this scheme we are covering all aspects of the curriculum outlined by the government.
- Jigsaw is a comprehensive and carefully thought-out scheme of work which brings consistence and progression to the children's learning.
- It gives the relevant context to build self-esteem, confidence and resilience. The curriculum will enable the children to make informed decisions about their wellbeing, health and relationships and will build their self-efficacy through discussion and choice.
- There are 6 learning themes (Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me) and these are taught across the school. The learning deepens and broadens each year.

Implementation

- The children have weekly lessons which last approximately an hour each
- Every lesson starts with a reminder of the PSHE rules which are displayed in each class and 5 minutes of mindfulness calm
- Each lesson will end with a self-assessment evaluation which will be monitored (in books)
- Flips are made through using the comprehensive planning (including recommended questions for discussion) from the Jigsaw scheme
- Each year group (and class) have their own Jigsaw mascot which is used as a talking object i.e. in Year 5, the children know Jigsaw Jez is there to help give them confidence to take part in discussions

Children's input/influence

- Weekly lessons which reflect their world and the benefits of consistency
- Use of immersion assemblies linked to the new topic themes
- Use of the Jigsaw characters
- Child-led activities within the lessons
- Children voice own ideas for Feel Good Friday

How does our school develop wider skills and capabilities across the curriculum?

Through assemblies, Enrichment Days, Charity Days, Feeling Good Week and Mental Health Week amongst other activities. The curriculum overview shows progression of both knowledge and skills.

Monitoring and staff development

I will be using the Jigsaw monitoring tool – this will include book looks, flip scrutiny, pupil voice and half-termly feedback from mental health ambassadors.

This monitoring will then feed into staff development alongside; updates during staff meetings; wellbeing newsletter which provides additional content and resources and signposting to CPD on the Jigsaw website.

Impact**How do you know you have a quality curriculum?**

- I use a monitoring checklist to ensure coverage
- Depth and breadth of the Jigsaw scheme which is fully comprehensive and progressive

What will we see around school if your implementation is successful?

- Excitement, understanding and engagement of children who are able to talk about their lessons

What will we see in classroom?

- Jigsaw character / PSHE activities in trays to support learning, on walls or in books / PSHE learning charter

What will children be able to do better because of our teaching?

- Develop resilience and responsibility towards their learning and other people. Develop compassion and respect. Gain understanding of what a healthy relationship, body and mind look and feel like. Understand what it means to be a good friend. To know how to stay safe on and off line. They will know how to question, suggest and ask.

Children leave Frimley: Emotionally ready for their next journey; equipped with the power, tools and knowledge to stay safe and make good choices.

- Pupils will be in the habit of reading widely and often, for both pleasure and information;
 - Pupils of all abilities will be able to succeed in all reading lessons
 - Pupils will use a range of strategies for decoding words, not solely relying on phonics
 - Pupils will have a good knowledge of a range of authors
 - Pupils will be ready to read in any subject in their forthcoming secondary education
-
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to homework
 - The percentage of pupils working at EXS within each year group will be at least in line with national averages
 - The percentage of pupils working at GDS within each year group will be at least in line with national averages

Review of academic year 2020/21
Developing spirituality was a main focus in RE and Collective Worship (assemblies) last year.
Class teachers deliver RE as they know their classes and when exploring the 'big questions' children tend to share more and have more open conversations. RE 'topics' are now blocked together (on the whole) as children are able to learn about the religion/subject area in more detail and make links between religions and understand the subject deeper. This also enabled more creativity in the subject as children could learn about the religion then express their beliefs and reflections in a variety of ways.
Because of Covid, visits to temples, churches and other places of worship have been limited. We have continued to have contact with members of our linked churches (who have sent in regular video updates and assemblies) and held online events where possible.
Due to covid, assemblies were delivered in classes by class teachers. Wednesday assemblies are based on developing Spirituality which then feeds into RE lessons too.
Intent
At Frimley we are focused on developing the whole child and through our curriculum and school values (respect, responsibility, perseverance, honesty, collaboration and love) we encourage children to be worldly citizens. Our RE curriculum supports this.
Through Religious Education, we aim to provide the children with an opportunity to explore issues which are happening in the wider world. We are a Church of England school with Christian values and an open minded approach to Religious Education. The world is a much smaller place today and we are preparing our children to go into the world and form relationships with people from a huge variety of backgrounds. We encourage children to question and explore philosophical issues. We want our children to be able to make reasoned, informed and creative responses to religious and moral issues.
Understanding traditions, beliefs and different ways of expressing spirituality is a way of giving our children choices and the chance to develop their own ideas, beliefs and values. Learning about religion and culture will help our children to be tolerant and respectful.
Implementation
Through Religious Education at Frimley, the children extend their knowledge of Christianity, Judaism and Islam, and are introduced to aspects of Hinduism, Sikhism and Buddhism, recognising the impact of religion and belief locally, nationally and globally. We also acknowledge that Religious Education encompasses some difficult concepts that are not easily explained and consider the non-religious perspective. As we are a Church of England School we follow the Surrey Locally Agreed Syllabus for RE, which reflects the needs of Surrey.
Through the curriculum, children are engaged in various activities in order to develop their understanding of religion and spirituality, in order to learn about and from religions. At Frimley, we try to make the Religious Education lessons exciting and creative through a variety of different activities including art, conscience alley, freeze frames, storyboards etc.
We welcome chances to give children first hand experiences to build community links and explore all faiths through making links with local Synagogues, Mosques and Temples or inviting visitors of different faiths to our school. We are supported by two local Parish Churches and receive guidance on our Religious Education curriculum from the Guildford Diocese. All children from the school are involved in Harvest, Christmas and Easter services at, or with input from, one of the local churches and Year 6 pupils attend the leavers' service at Guildford Cathedral (where possible).
We have artefact boxes and the children can handle religious objects related to the faith they are studying. Our lessons are active, creative and engaging with opportunities for both quiet reflection and exciting debate.

RE lessons are taught by the class teacher and often in 'blocks' (a series of lessons rather than a weekly session). Blocking enables children to explore the religion/ideas more deeply and to then respond to the learning in a creative manner. RE is taught by the class teacher in order for discussions to be more open and for children to have the confidence to share their views, insights and beliefs.

RE is monitored by the RE and Collective worship leader and in the Summer term 2022, the curriculum focus for continued professional development (CPD) will be RE and spiritual development.

Impact

In classrooms you will see and hear:

- A buzz of learning
- Discussions and debates based on 'big questions'
- Awe and wonder as children discover and analyse their beliefs/ideas and about the beliefs of others
- Hands on resources supporting the learning of RE
- Memorable experiences and learning
- Children expressing their beliefs and the beliefs of others in a range of practical and creative ways

Children leave Frimley:

- With an understanding of Christianity; key beliefs, teachings and Bible stories.
- With an understanding of the religions and beliefs within the local community and world wide
- With thinking skills to be able to analyse their own beliefs and the beliefs of others
- Having tools to support their spiritual development
- With tolerance and respect towards people who have different cultures and beliefs
- With an ability to express what they believe and their insights



Science



Curriculum Statement 2021/22

Review of academic year 2020/21

Areas of development and success

We continued to embed the Working Scientifically Toolkit and have linked these more clearly with the Processes of Enquiry that children need to be familiar with. The knowledge organisers for all the year group scientific concepts have been introduced and staff have been encouraged to use them both for their own planning and with pupils, particularly when it comes to embedding key scientific vocabulary. Our approach to science at Frimley has been shared with the Science Lead at Tomlinscote and we have identified areas of knowledge and skills that children lack confidence in when entering Year 7. Practical science continued within the classrooms in line with the COVID guidelines but may have resulted in some practical tasks being limited more than usual. However, flipchart scrutinises showed that Science was still being taught in an engaging way, sometimes through teacher demonstrations. It is clear that staff are using high-order questioning and scaffolding to support the children's learning.

Areas of change

As a result of the information from secondary schools and in order to increase opportunities for the long-term retention of subject knowledge, an overview of the science curriculum has been developed with opportunities for retrieval clearly stated before each subject to be taught. Suggested links to important mathematical concepts, such as statistics, are also highlighted on this overview. A science week is being planned for the next term. We are intending to arrange some CPD for all staff following a staff survey. The science club is being promoted as a STEM club to reflect the links between Science, Technology and Maths with a theme for each half term.

Reasons for change

The recent OFSTED science review and conversations with Tomlinscote have highlighted the importance of retrieval, not just within concept areas but building on previous knowledge so their substantive knowledge is secured.

Intent

We aim to develop a challenging and engaging Science curriculum which meets the curriculum requirements for building both substantive knowledge (knowledge of scientific concepts and theories) and disciplinary knowledge (types of scientific enquiry) to inspire children's future scientific aspirations.

At Frimley, lessons are taught through a range of different learning experiences including engaging practical and investigative enquiry linked to a 'Big Idea' (key concept). We provide opportunities for children to develop their own questioning and confidence in scientific skills whilst also encouraging a love for Science and healthy curiosity about the world. Opportunities to use the latest technological applications and key equipment enhance these learning experiences.

Marking is purposeful in order for children to consolidate their understanding and move their learning on.

Lessons expose children to a wide range of scientific vocabulary which is regularly revisited across the school ensuring children have the confidence to communicate their knowledge and discuss or explain their findings.

We aim to ensure that all children have full access to the curriculum through careful scaffolding and to provide opportunities to extend their learning further, giving them confidence to carry out their own scientific enquiries.

Implementation

- All staff to use the Working Scientifically Toolkit and refer to the Processes of Enquiry.
- Staff are to refer to the new overview to ensure they are revisiting previous learning before teaching a new subject, thus ensuring retrieval opportunities to secure their prior knowledge and make links with new concepts. Staff will explicitly explain the area of science being explored – biology, chemistry and physics.
- Enable staff to plan opportunities for greater enrichment of learning to embed subject knowledge, understanding of working scientifically skills and the scientific process.
- Provide increased opportunities for children to determine the direction their learning takes through developing their own questioning and having opportunities to carry out their own enquiries.
- Ensure that all children are able to access the curriculum and make expected and beyond expected progress in Science.
- Where appropriate, staff will be encouraged to use a range of technologies and mathematical concepts to support children's learning opportunities.
- Ensure that marking is purposeful, consolidates pupil's learning and promotes a deeper understanding.
- Staff to use the assessment tool and knowledge organisers to enable teachers to be confident in assessing children's learning.
- Science leaders will continue to monitor progress in Science across the school and develop teacher's confidence.

- | |
|--|
| <ul style="list-style-type: none">• To begin to incorporate opportunities for children to learn more about the variety of careers in the STEM professions.• Carry out a staff survey and provide pupil voice to monitor confidence and engagement across the school. |
| Impact |
| <ul style="list-style-type: none">• Children will be confident in questioning and discussing 'big scientific ideas' using scientific vocabulary.• Children will have a positive and enquiring attitude to learning science.• They will develop the skills needed to follow their own enquiry and explore their ideas.• Children will leave Frimley with strong substantive knowledge of biology, chemistry and physics and be confident using working scientific skills and in their ability to use the appropriate resources.• Staff will gain in confidence in providing engaging, inspiring and informative lessons alongside assessing their pupils' progress. |



Writing

Curriculum Statement 2021/22



Review of academic years 2019/21

Areas of development and success

Approach and CPD

- During lockdown, writing was identified as one area parents and pupils struggled with at home.
- We offered online lessons, where pupils could watch and participate in daily 'live' writing lessons.
- Many parents and pupils were enthused by this. Pupils and parents began submitting their writing to our school Social Media platform.
- Teaching staff were asked to take part in CPD by Jane Considine (LSAs were encouraged to take part in this too) through a series of live YouTube broadcast, explaining the different elements to the 'The Write Stuff' and sentence stacking lessons. The videos were made available to all staff, who were expected to watch and learn about the writing approach.
- Teachers were enthused and began trialling the approach during 'bubble' groups at school, with success.
- As a result of this, we made the decision to adopt 'The Write Stuff' approach to writing in September 2020 across the whole school.

Frimley's approach

- The small steps approach, used effectively in Maths, was key to this approach and embedding quality writing over quantity.
- The writing lesson became more structured, for pupils and teachers alike, delivering three 20-minute chunks of writing daily within the English lesson. This gave the pupils the safety and familiarity of how the lesson was taught and the expectations placed upon them.
- Each chunk explicitly exposed the pupils to a heavily scaffolded writing, focusing on writing techniques, grammar, and vocabulary, all modelled by the teacher.
- Purpose and intent of writing was also a driving force, choosing and using the correct vocabulary to impact the reader in a positive or negative way. Pupils had often used thesauri and dictionaries, but selected words because they sounded good, rather than to fit the intent/purpose of the writing.
- Pupils were initially taught the structure and format to lessons. Knowing what a lesson looked like and the expectations placed upon them led to greater familiarity of the lesson across all year groups, which in turn generated a supportive writing experience for all.
- The Writing Rainbow was introduced to pupils, through writing lessons, as pupils were modelled different writing techniques, grammar and vocabulary before applying it themselves into their writing. This heavily scaffolded approach to writing, observing teachers modelling the writing and the thought processes behind the writing, provided pupils with the courage to implement them in their own writing.
- The nature of this approach means that retrieval opportunities in writing are happening daily, as pupils regularly meet and repeat lenses in English lessons. This is a key feature across the school.
- Pupils' writing books have also been transformed. Vocabulary gathering is an essential part of the writing lesson. Experimenting with words, phrases and sentences is promoted on the 'thinking page' – planning out their ideas orally and in writing, before committing them to paper on the 'writing page'. Pupils now enter the lesson and automatically set up their books in preparation for this.
- Some pupils have had some difficulty in this area and therefore vocabulary support sheets have been produced by teachers, to provide pupils with the same structure and one or two words to enable them to get started. Pupils are now expected to add to these vocabulary sheets.
- DTM (Deepening the moment) was then introduced as pupils and teachers became more familiar with writing lenses. Pupils were encouraged to use wider range of lenses (retrieval) to further enhance their writing, adding DTM to the margin where appropriate. This has had some success. However, many found that pupils needed signposting to opportunities on how this should be done, which was then incorporated into their English flipcharts.

Monitoring

- Flip chart scrutinies were observed by MLT. Broadly all year groups were showing a similar approach to writing through the lesson teaching resources. Best practice was identified within these and shared amongst the year groups to enable greater consistency across the school.
- Monitoring by subject leaders highlighted a real 'buzz for writing' around the school. Teachers, staff and pupils spoke enthusiastically about writing – a positive change in attitude by all.
- Monitoring also noted that sometimes lessons did not provide appropriate challenge and some children were becoming over reliant upon the teacher scaffolding. Staff are aware of this and are now exploring new ways to provide challenge through staff meetings and CPD.

Assessment

- FrAss was updated to reflect our new approach to writing and shared at staff meeting with teachers.

- Termly writing moderations have been held at staff meetings. Looking at the same pieces of writing together, teachers have begun to establish an improved collective understanding of how writing is assessed within and across year groups. This remains an area of focus.

Intent

We believe that the skills encompassed in English are vital for underpinning every area of the school curriculum. Emphasis is placed on the development of spoken and written English. The school's aim is to encourage the development of a literate, articulate child, who is able to approach both spoken and written forms of communication confidently.

Implementation

Children have frequent opportunities to write for a variety of purposes and audiences; not just in English lessons but across the curriculum. We use examples of both modern and heritage, British and International literature as the starting point for children's work and place great importance on composition and effect.

Each year group carefully plans a sequence of lessons, stimulating their writing through the use of carefully selected stories, animations, plays, film clips, poems and life experiences. During a sequence of lessons, pupils have opportunities to write individually and in groups, as the teacher models writing skills and gives direct feedback. Lessons comprise of a mix of experience days (immersing pupils in an experience that is closely related to their writing), scaffolded writing lessons and independent writing lessons.

Each writing lesson is broken down into smaller steps, or chunks, each lasting around 20 minutes. During a typical lesson, there will be three steps, all focusing on a different aspect of the Writing Rainbow, via a series of writing lenses including: vocabulary focus, grammar focus and sentence focus and writing techniques. The smaller steps are fast paced, where the pupils participate in vocabulary gathering, planning and rehearsing writing ideas, teacher model and independent writing opportunities. Pupils are encouraged to move beyond the teacher scaffold, using other writing techniques to 'deepen the moment', adding more detail or writing techniques to enhance the readers' experience. The sequence of lessons provides the pupils with a journey through a writing genre, and / or text type, culminating in an independent piece of writing where they can demonstrate their newly acquired skills, and also apply previously learned skills, in a piece of writing closely matched to the focus style of writing.

We teach self and peer editing to improve writing. 'Read and respond' marking allows children to correct and improve their own errors. Neat presentation and handwriting skills are encouraged, practiced, and valued throughout the school, in line with the handwriting policy.

Our approach to writing begins with a very structured approach in Year 3, as pupils become familiar with the lesson structure, how to setup their page and develop an understanding of expectations, the Writing Rainbow and lenses. As pupils progress through the school, writers are expected to be more independent in their vocabulary gathering and writing, moving away from the teacher scaffold and using their knowledge of writing lenses to 'deepen the moment' more readily. By the end of Year 6, pupils will be automatically selecting and applying learnt writing techniques throughout their writing, across a range of genres.

Spelling and grammar are carefully and systematically embedded across the school and we follow the National Curriculum grammar progression. Spelling is taught discretely throughout the school as pupils are immersed in an investigative and vocabulary rich environment.

Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all writing lessons
- Pupils will have a good knowledge of writing techniques
- Pupils will be able to articulate their thoughts, ideas and imagination orally and through the written word
- Pupils will become creative writers, able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- The percentage of pupils working at EXS within each year group will be at least in line with national averages
- The percentage of pupils working at GDS within each year group will be at least in line with national averages

In writing lessons you will see and hear:

- Talk for writing
- A buzz of learning and sharing ideas and vocabulary
- Oral sentence rehearsal
- Pupils sharing ideas and contributing to class writing
- Pupils using the teacher model to support their own writing
- Pupils independently applying skills, (from the Writing Rainbow) to the writing task, using retrieval of previously learnt skills to deepen the moment
- Pupils re-reading their own work, with live feedback and editing
- Celebration of pupils writing

