



<b>Document title</b>	<b>Curriculum Policy</b>
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## Document Control Table

Document History			
Version	Date	Author	Note of revisions
1		Rachel Farage	
2	May 23	Rachel Farage	<ul style="list-style-type: none"><li>• Knowledge added to intent.</li><li>• First bullet point in the Aims and Objectives has been added to support the focus on Crucial Learning and knowledge development.</li><li>• Crucial Learning is explained in the implementation.</li><li>• Information about the Frimley Passport is in the implementation</li><li>• In the Role of the Curriculum leader new documents have been mentioned- plans, approaches and learning maps.</li></ul>

## Frimley's Curriculum



### 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, learning skills and knowledge so that they are able to resiliently express themselves and approach life as all-rounded citizens. At Frimley we believe in promoting a growth mindset in all learners. If you have a growth mindset you become more resilient and are more able to have a positive attitude to challenges. We teach children strategies and ideas to become more resilient and to see the benefit in finding learning challenging.

### Aims and objectives

The aims of our school curriculum are:

- to ensure children leave Frimley with subject specific knowledge (Crucial Learning)
- to ensure they are ready for the next stage of learning
- to enable all children to learn and develop their skills to the best of their ability
- to provide learning opportunities which are accessible to all
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to promote positive mental health and well-being
- to teach children the basic skills of literacy, numeracy and information technology (IT)
- to enable children to be creative and to develop their own thinking
- to teach children how to be safe in the wider world
- to teach children about their developing world, including how their environment and society have changed
- to help children understand Britain's cultural heritage and the British Values
- to enable children to be positive citizens in society
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong
- to help children understand the importance of truth and fairness
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others

## Implementation

Teachers plan the learning journey in small, engaging steps through a range of memorable experiences and lessons. Children are taught the learning journey so that all learning has purpose and children can make links in their learning. 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 carefully sequenced and planned in order for skills and knowledge to be developed. Within each subject Crucial Learning has been mapped out and is taught. Crucial Learning statements are the vital pieces of information or skills which need to be known or mastered in order for children to be secure in an area of learning and ready to progress to the next stage. Crucial Learning is rehearsed, retrieved, applied and recorded in books so that children can reflect back on it as part of the learning journey. The journey of Crucial Learning can be seen on the learning maps for each subject.

Through the school values and a Frimley Passport, where children focus on their identity and achievements (through the areas of respect, self, belonging, mindset and progression), 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 Frimley Passport and work to learn about and demonstrate the attributes necessary to develop in order to be a successful learner.

### **The role of the curriculum leader is to:**

- provide a strategic lead and direction for the subject leaders
- support and offer advice to colleagues about being a subject leader
- provide efficient resource management for the subject leaders

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. Each subject leader monitors and reviews the learning maps (and all other relevant documentation) for their subject, to ensure that there is full coverage of the National Curriculum and progression in the subject(s). Subject leaders monitor the way their subject is taught throughout the school, ensuring that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are used.

### **Monitoring and review**

Our AQC (Academy Quality Council) is responsible for monitoring the school curriculum. Periodically, there are presentations from key curriculum leaders to the AQC. The Teaching and Learning deputy headteacher is responsible for the day to day organisation of the curriculum.