



"Let Your Light Shine"

Frieth C.E.C. School

Curriculum Policy Statement

Member of staff responsible: Headteacher

Governing body committee responsible:

Reviewed: Annually

Headteacher's signature: Martin Gosling

Chair of Governor's signature: Jill Dean

Review date: Oct 2022	signed: Martin Gosling	date: 14.10.22
Review date: Oct 2022	signed: Jill Dean	date: 14.10.22
Review date: Oct 2023	signed: Martin Gosling	date: 19.10.23
Review date: Oct 2023	signed: Jill Dean	date: 19.10.23
Review date: Oct 2024	signed: Martin Gosling	date: 24.10.24
Review date: Oct 2024	signed: Jill Dean	date: 24.10.24
Review date: Oct 2025	signed: Martin Gosling	date: 24.10.25
Review date: Oct 2025	signed: Jill Dean	date: 24.10.25

Frieth School Vision statement

'...Your light must shine before people, so that they see the good things you do...'

Matthew 5:16

Values:

These are the Christian Values that are both taught and learnt in our school.

Courage
Honesty
Resilience
Creativity
Kindness
Respect

Ethos

"..... a well-planned vibrant curriculum recognises that primary children relish learning independently and cooperatively; they love to be challenged and engaged in practical activities; they delight in the wealth of opportunities for understanding more about the world." Sir Jim Rose 2010.

This quote underpins the approach to planning, learning and teaching within this school. It forms the basis of the development of the school's curriculum.

INTENT

What are we teaching and why?

Our Curriculum aims to provide our pupils with a breadth of opportunities in and outside the classroom to make learning memorable. All children can expect to go on at least one class trip or enjoy a theme day per term, providing them with unforgettable learning experiences of the subject or topic they are studying. Forest school is also a key part of the school curriculum and is paramount in promoting our school values. It also provides opportunities for kinaesthetic learners and those pupils with stronger practical than academic skills to excel, become leaders and flourish.

We also offer theme weeks three times per year including Maths, Science, Sports, Writing & Book, Eco and Arts & Culture Week which offer exciting enrichment experiences beyond the norm. In offering these educational challenges, we are providing as many opportunities for children to 'Let Their Light Shine' and show their unique qualities and talents. We are all successful in different ways: some of us are brilliant writers, some are superb mathematicians, some are super scientists, and some are fantastic musicians, artists, designers, historians, geographers, sports people, and dancers. The purpose of our curriculum is

to enable our pupils to shine their amazing light to the world so we can all 'see the good things' they do and demonstrate our school values.

Our aim is to provide a broad, ambitious and rich curriculum that is relevant to our community as well challenging and engaging for every child.

Curriculum Design

Our curriculum is relevant to our local context and current pupils. It was constructed following feedback from parents, teachers, governors and pupils on what we all believed the children at Frieth needed to learn during their time with us. We considered elements arising from our local area and trades, as well as life skills that we felt would benefit our children. Our school values, outdoor learning and their health and well-being were all areas we wanted to remain a strong focus. The curriculum also reflects the school's local context by addressing typical gaps in pupils' knowledge and skills with Frieth being a predominantly white British school and lacking cultural diversity.

Subject knowledge and skills have been carefully mapped out on long term plans ensuring there are clear end points and the curriculum is building towards what pupils need to know and be able to do to reach those end points. Sequencing of topics has been carefully considered so that there is cross curricular links between subjects as it is well documented that pupils learn best by connecting new information with existing knowledge.

With stakeholders identifying the importance of the curriculum being linked to locality, utilising resources in our local area plays a central role. Each class visits one of the many local farms and the Lady Ryder Memorial Garden annually. There is a number of other local trips which take place in the local area and are linked to our curriculum. We place a strong emphasis on forest school with the Frieth outdoor learning curriculum linked to all subjects.

We also carefully considered addressing gaps in pupils' knowledge due to the school's local context. We considered what our children 'might be missing' as a predominantly white British school. As a result, each year group chose texts such as 'My Name is not Refugee' by Kate Milner in year 4 and 'The Arrival' by Shaun Tan in Year 6 which gives the children access to human based stories from around the world. Each year group also visits a major place of worship so that by the time pupils have finished at Frieth, every child will have visited settings from all main religions from around the world. High quality PSHE was also prioritised on curriculum with a strong emphasis on respecting differences and others points of view. We also have a biennially Arts and Culture Week whereby the children learn and celebrate other cultures within Britain.

Texts we have selected for English which highlight experiences from range of different ethnic backgrounds and cultures from around the world:

Year 1	'Mixed' by Arree Chung 'Martha Maps It Out' by Leigh Hodgkinson 'Speak Up!' by Nathan Bryon
Year 2	'The Magic Paintbrush' by Julia Donaldson 'Lila and the Secret of Rain' by David Conway
Year 3	'Festival Poems from Around the World' by Debjani Chatterjee and Brian D'Arcy
Year 4	'My Name is not Refugee' by Kate Milner
Year 5	'Asha and the Spirit Bird' by Jasbinder Bilan 'The Arrival' by Shaun Tan 'Diver's Daughter' by Patrice Lawrence
Year 6	'Pig Heart Boy' by Malorie Blackman

Foundational Knowledge

At Frieth CEC School, we aim to secure the essential knowledge and skills every child needs by the end of Key Stage 1 to ensure the best possible chance of educational success. This preparation ensures they understand and are ready for the next stage of their learning journey.

Foundational knowledge is defined as the information children must retrieve accurately and automatically to perform more complex tasks. In EYFS and Key Stage 1, we focus on securing core literacy, numeracy, and communication skills, alongside developing emotional, social, and executive function skills. Key priorities include:

- **Communication and Language:** The ability to speak, listen, and interact effectively through stories and role play to develop vocabulary, use of Kagan strategies, group and paired work, modelling STEM sentences, and phrases for children to use in specific scenarios.
- **Literacy:** Securing accuracy and fluency in word reading (phonics), spelling, and handwriting (transcription) through daily synthetic phonics lessons, daily fine motor or handwriting activities, weekly spellings in Year 2, independent writing opportunities in Reception and Year 1 during free flow.
- **Numeracy:** Achieving automaticity in number facts and fluency in counting and calculation using manipulatives (base 10, Numicon, counting cubes, Rekenrek etc.), Maths Passports, and Maths Seeds and Mathletics.
- **General World Knowledge:** Key facts and concepts that help children make sense of the world around them through weekly Forest School sessions and learning about different religious and culturally significant events such as Holi.
- **Social and Emotional Development:** Skills in self-regulation, focus (executive function), and positive interactions through our Frieth vision and values, social stories, 'Feelings Wall' in Reception, 'Zones of Regulation' in Year 1, 'Communication Box' in Year 2, tidy up teams, Circle time, Mental Health Week activities and Pantosaurus resources.

To achieve this, we provide frequent opportunities for high-quality practice to build fluency in foundational skills. Our curriculum is carefully focused on essential knowledge to prevent cognitive overload. We use proactive, early assessment to identify misconceptions as they arise, allowing for swift and targeted interventions that support every learner’s progress. Furthermore, our teaching methods are precisely tailored to the specific subject and each child’s individual starting point, with a dedicated focus on language development to help our pupils become confident, effective communicators.

The goal is to ensure all children can read, write, and calculate effectively, providing a secure base for Key Stage 2.

Theme Weeks Rota

	Autumn Term:	Spring Term:	Summer Term:
2025 – 2026	Maths Week	Cultural Awareness Week	Sports Week
2026 - 2027	Science Week	Cultural Awareness Week	Sports Week
2027 - 2028	Maths	Cultural Awareness Week	

Our Curriculum:

- Has clear end points based on progression of skills maps
- Reflects our core values
- Inspires a love of learning through enquiry, independence and invention
- Is child centred and creates opportunities for child-initiated learning
- Is inclusive of all pupils and takes into account different learning styles
- Is relevant and memorable for all
- Is clearly sequenced and identify the knowledge which the children will learn.
- Has clear links between subjects, enabling pupils to develop their understanding through a series of interconnected topics
- Engages local community, ensuring learning is relevant to Frieth Children
- Places a strong emphasis on the forest school curriculum and delivering inspiring outdoor learning for all year groups
- Creates experiences beyond the classroom to develop knowledge, understanding and skills for life

Curriculum development

Curriculum content, organisation and documentation are continually under review. This is to ensure the knowledge that leaders want pupils to learn is planned and sequenced across all subjects and pupils gain rich knowledge across the whole curriculum.

Curriculum Objectives

We aim to:

- Challenge children, support them and help them develop enquiring minds so that they become lifelong learners.
- Give children opportunities to experience their own environment and the wider world both past and present.
- Encourage flexibility and 'creative thinking' in overcoming difficulties and developing new approaches through investigation.

Children will be provided with tasks and activities to encourage enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as co-operating within a group. The tasks and activities provided will address the range of learning styles present in the school.

IMPLEMENTATION

Strategic Implementation

Following a number of strategy meetings involving staff and Governors during the 2021 – 2022 academic year, a decision was made that the school would move to single form entry. One of the main motives for this decision was to assist with effective curriculum delivery, ensuring that knowledge and skills could be easily and effectively mapped out for each year group. The previous 4-year rolling plan, which was necessary for mixed age teaching, was difficult to deliver effectively and resulted in an unrealistically heavy workload for staff to implement.

Curriculum Planning

Early Years Foundation Stage Statutory Framework & National Curriculum, Key Stage One and Key Stage Two are the three main stages that inform all curriculum planning within the school.

The curriculum is planned as a whole school, within each Key Stage and in individual classes.

Access and Entitlement

We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum to become confident in their abilities that will prepare them for a purposeful adult and working life.

Continuous and Enhanced Provision

In Year 1, the children are accessing Continuous and Enhanced provision. This approach to learning is seen by researchers to engender a sense of agency and control in children whilst offering opportunities for creativity and flexibility. During daily 'Play to Learn' time, the children have access to a range of fun and engaging resources and challenges that cover our curriculum learning objectives. Throughout this play, children can independently develop and consolidate skills they have learned during teaching inputs and guided adult led activities, for example writing their own mini book of a story read that week, sorting toy animals into their 5 vertebrate groups or using printing skills to create their own piece of artwork.

This provision allows children to develop the Foundational Knowledge they are introduced to in the Early Years to confidently access the National Curriculum in Key Stage 1. Children are taught how to respect and use resources in a wide variety of ways whilst learning how to be resourceful by using things in the classroom to support their own learning. Whilst the class access 'Play to Learn' time, groups of students spend time with their teacher to complete guided tasks and receive interventions tailored to their needs. As their learning develops and progresses across the year, support and scaffolds are reduced to allow children chances to independently complete tasks - this increased structure prepares and supports them for the next stage of challenge that is Year 2.

Progression

The links we foster between each class in the school and between this school and previous/next schools include:

- planned continuity found in the 2014 National Curriculum
- assessment files - year group
- liaison with Nurseries and Pre Schools
- liaison with Secondary Schools.
- whole school planning and assessment
- liaison with local schools

Specific issues relating to the under five's Early Year profiling and home school links are found in the Early Years Foundation Stage policy.

Staff Roles and Responsibilities

Each class teacher takes responsibility for planning of the curriculum for their class. Assessment is carried out by the staff member who has delivered the unit. Staff should indicate if they need help, so the appropriate support can be given by the subject leader or training can be arranged. The Assessment coordinator checks each class' assessment to ensure there is progress and continuity. Staff have responsibility to an area of the School's Development. SLT have responsibility for Mathematics, English and Assessment across the whole school as well as supporting the SDP.

IMPACT

Monitoring and Evaluating

Teachers meet regularly to ensure consistency and continuity of planning and assessment across the school. This is achieved by:

- Joint planning and moderation of children's work
- In addition to this further monitoring is conducted through focused classroom visits by a range of people including; advisers, SIA, SLT, Governors and Headteacher.
- Work scrutiny takes place in line with the SDP to share a particular success and ensure consistency and continuity across the school

Book Scrutiny Rota:

Autumn Term:	Spring Term	Summer Term
Maths English (books, BW folders and Reading Diaries) PSHE R.E	Maths English (books, BW folders and Reading Diaries) History and Geography	Maths English (books, BW folders and Reading Diaries) Science

Each subject area will be visited by a Governor annually with subjects distributed evenly among terms. A governor visit report will then be filled in and shared with the full governing body. All subjects have an attached Governor as do certain areas of the SDP.

Staff Subject Allocation:

Maths: Louise Goodchild
Reading: Georgia Shallish
Writing: Georgia Shallish
Art: Krisztina Tyzack
PSHE: Lorna Sparks

R.E: Krisztina Tyzack
 Collective Worship: Krisztina Tyzack
 P.E: Martin Gosling
 History and Geography: Natalie Lampard
 Music: Sasha Steventon
 Modern Foreign Language: Charlotte Crowther
 Science: Martin Gosling
 Forest School: Catherine Brand
 EYFS: Louise Goodchild
 Computing: Matthew Burn
 Design Technology: Louise Goodchild

Governor Subject Allocation:

Maths: Sarah Hunt
 Reading: Jill Dean
 Writing: Jill Dean
 Art: Laura Stone
 PSHE: Sarah Hunt
 R.E: Paul Marston Weston
 Collective Worship: Paul Marston Weston
 P.E: Dean Gibbons
 History and Geography: David Redhouse
 Music: David Redhouse
 Modern Foreign Language: Dean Gibbins
 Science: Christine Weaving
 Forest School: David Bruce
 EYFS: Christine Weaving
 Computing: David Bruce
 Design Technology: Laura Stone

Governor Subject Visits

Autumn Term:	Spring Term	Summer Term
Maths Design Technology Science P. E Art	History and Geography Computing Modern Foreign Language EYFS Music	English Forest School PSHE R.E/ Collective Worship

Curriculum Hours

The school will follow current DfE recommendations for the teaching of each subject.

Health and Safety

In all lessons:

- The children are reminded about safe practice to encourage a responsible attitude towards their own and others' safety and wellbeing.
- The pupils are taught how to use equipment and tools safely.

A regular time is given in staff meetings to discuss Health and Safety. All staff are aware of the relevant codes of practice for Health and Safety when teaching the primary curriculum, including the Buckinghamshire County Council **Section 9.13 Music Code of Practice** and **Section 12.2: Code of Practice for Teachers of Science in Primary Schools**. Teachers can also access Health and Safety advice from the following websites:

- <http://www.hse.gov.uk/>
- https://schoolsweb.buckscc.gov.uk/Schools/my_school/_hr/health_and_safety_policies.asp
- <http://www.cleapss.org.uk/primary/primary-resources/primary-guides?start=10>

