

Frenchay Primary School Curriculum

Who Are We and Where Are We Going?

Frenchay Primary School is currently a small school based on the outskirts of Bristol. With 140 capacity we are a friendly, close knit community with what many describe as a family feel.

As a church school we hold strong links with the local church, St Johns, in the village. We are proud to be an inclusive and diverse community. 'Believe, Belong, Become' encompasses why we are here and what we are trying to achieve for all our pupils.

Our ethos and vision stems from 'Koinonia', meaning 'a gift jointly contributed, a collection, a contribution' in our community. This is demonstrated by our bowl of pebbles, each representing every one of us in the school: showing our uniqueness, how we are all different colours, sizes, with different skills and strengths. As someone new joins our community, a pebble is added. Those who leave, take their pebble with them to remind them of the fellowship they have shared and the special partnership they have enjoyed.

"But God has combined the members of the body... so that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it."

1 Corinthians 12: 24-26

This gives us strength in our community and it is evident in all we do. Due to our Christian foundations our vision and values is based on a theological underpinning.

'And let us consider how we may spur one another on toward love and good deeds'
Taken from Hebrews 10:24-25

This links to the importance of 'koinonia' which is at the heart of what we do, recognised by the most recent Ofsted report.

'You place a strong emphasis on the importance of community across the school, particularly as you prepare pupils for the transition to a larger school. The school's

Believe, Belong, Become

Taken from Hebrews 10:24-25

'And let us consider how we may spur one another on toward love and good deeds'

'koinonia' approach is at the heart of the school. 'Koinonia', meaning 'a gift jointly contributed', captures how every pupil and member of staff contributes to the school.'

Ofsted report 2019

Our Future... change is upon us!

As the community grows, with a new housing development we are preparing for our own growth as a school. Plans are in place for a new building, tripling the school's intake once full. (420 pupil capacity.) The importance of 'Believe, Belong, Become' will become even more prevalent with the number of new pupils who will want to 'belong' to their new community. The planned move is September 2021.

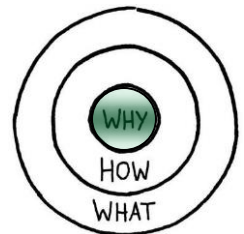
The Bigger Picture... Let's start with the **why - what is our intention?**

Our Christian vision describes why we are here and what we are trying to achieve. Our curriculum is designed to ensure that our children see their learning in life's wider context as well as the here and now.

'Inspired by God's love for us, we are a vibrant learning community, valuing our history, empowering all and working together to create limitless opportunities and lifelong learners.'

What do we want for our children? Our curriculum drivers are:

- Respect
- Resilience
- Independence
- Responsibly

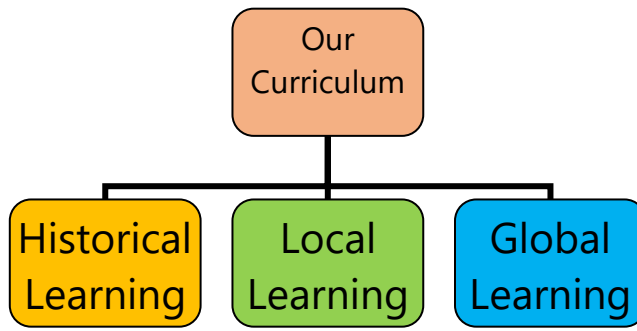


We want our children to be respectful to one another as well as those less familiar to them. This extends to respecting the environment both within school and the world around them (through local and global learning).

The need for resilience in these constantly changing times is key for our children along with the need to be independent, to take responsibility for themselves, their actions and their future. In order to build independence pupils are taught to think about the learning process through engaging them in the process through aptly timed sharing of learning intentions, employing effective questioning techniques, creating criteria for success, giving effective feedback and pupils' analysis of their own work.

Each term focuses on a different overarching theme: historical, local and global learning.

Taken from Hebrews 10:24-25
'And let us consider how we may spur one another on toward love and good deeds'



Historical learning

As we state in our vision we strongly value history, both specific to us in Frenchay and a broader understanding of History as it is essential to our future. We recognise the need to reflect and evaluate in order to inform our future. Our focus on historical eras enable our children to compare life today to significant periods of time and to learn from the discoveries made.

Local learning

Bristol is a rich and diverse city. There is great talent and invention that has occurred over time. Immersing ourselves in local success helps to inspire and motivate our children to have high expectations for what they themselves can achieve – giving them limitless opportunities!

Global learning

As lifelong learners it is essential that our children have a deep understanding of the world around them and the impact of our actions on our future. Children of the 21st century need to be politically, environmentally and globally aware in order 'to make a difference.' There is much persecution in the world today which was also experienced by Christians in the time when Hebrews 10: 24-25 was written.

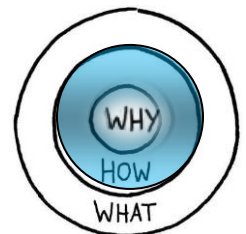


"We must foster global citizenship. Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies."

Ban Ki-moon, United Nations Secretary-General (2012)

How do we implement it?

Within these wider termly themes children learn through a topic approach which enables learning of both skills and knowledge of the national curriculum.



'Skills are important, but they do not stand alone as aspects of learning, separate from knowledge.'

Taken from Hebrews 10:24-25
'And let us consider how we may spur one another on toward love and good deeds'

Mary Myatt, The Curriculum- Gallimaufry to Coherence.

A three year cycle allows children to learn about a variety of topics as they progress through KS1 and lower KS2, into upper KS2. The cycle gives flexibility to be adapted as the school grows overtime.

Working as a pair of classes, teachers are able to work together, sharing ideas and resourcing to ensure rich and exciting lessons are planned that will embed learning in the long term memory.

Skills in milestones (1, 2 and 3) ensure that as they move through the school their learning is progressive and provides challenges to inspire them at each stage of their learning.

The Importance of Reading

Throughout the topics, reading, a love of reading and an emphasis on books, is paramount to ensure all children gain from this rich and valuable resource. This includes reading as a skill in its own right, reading for pleasure, reading for research etc.

The Big Question

Each topic is framed around a 'Big Question' which gives the learning a context from which it is based. As Mary Myatt states, *'Our curiosity is provoked when we perceive a problem that we believe we can solve. What is the question that will engage students and make them want to know the answer?'* The Big Question inspires our children and enables them to build learning to a finale which has meaningful outcomes, such as sharing work with others, presenting or publishing etc.

A hook

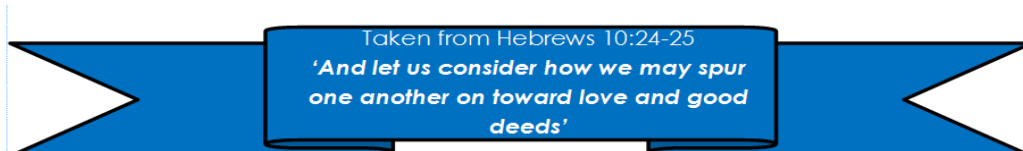
A 'hook' lesson teases out children's lines of enquiry. This is where we immerse the children in their new topic whilst at the same time stand back and listen to their responses.

- What do the children already know?
- What do the children want to know?
- How do the children want to learn?
- What do they need to learn?

A finale – meaningful outcomes

A WOW day or event enhances each Learning Journey. This captures or facilitates high levels of engagement in the learning. The more real this experience, the more likely pupils will engage. We believe in developing learning that give our pupils the chance to find their voice, develop deep knowledge and understanding, make links and create beautiful work that has real value beyond the classroom.

Planning Process



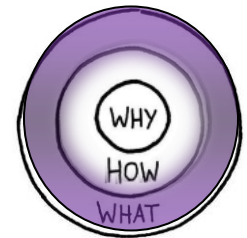
We use

the national curriculum at KS1 and KS2 to guide us at to which objectives we cover deeply. We don't over-plan! We believe that if we are to provoke the children's imagination, then they need space and time to follow them. We plan less but with the intent of doing it incredibly well. We allow time for depth and for children to really explore their big questions. Some subjects are taught discretely due to the content requirements. Tenuous links are avoided and so connections between subjects are only made if they are adding value to the learning and making it more powerful to embed in the long term memory.

Tight tracking

Rigorous tracking of National Curriculum coverage enables us to see gaps and teach to them. Each cohort is tracked alongside the National Curriculum objectives through the use of milestones. This also enables subject leaders to track the content of what has been taught in their subject to support their monitoring. Each new term's topic is meaningful, relating to pupils' gaps in learning, needs and real issues both local, national and international. This system enables pupils to steer the learning and enables teachers to go 'off plan' if necessary.

What is the impact? Children are demonstrating excitement and enthusiasm about their learning. As a result they are keen to be involved rather than passively taking part and therefore their skills and knowledge is becoming more embedded. Over time leadership monitoring will truly assess the impact of these changes on the children's long term memory of their learning and their ability to have developed a local and global understanding of the world around us.

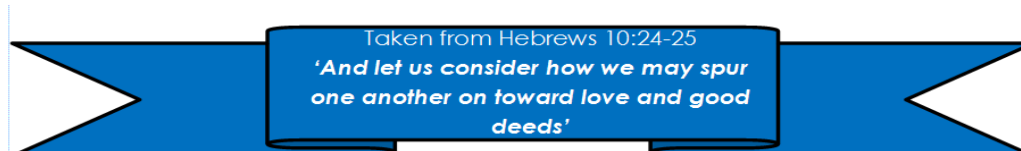


Growth Mindset

At Frenchay we advocate that it is okay to be stuck, and that some of their best learning is done when they find things the hardest. Rather than simply praising success we praise effort and perseverance.

We believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. This attitude links to our Christian values, in particular 'courage' to keep on trying, 'friendships' to support each other and 'respect' for those that have a go, and of course 'perseverance'. For children who find work easy we make sure they encounter more difficult tasks. Our children recognise that effort, perseverance and good teaching are what help them improve.

Every class has been looking at and learning about the two types of mindsets that children and adults can have, a 'fixed' mindset and a 'growth' mindset. Below is an overview of the traits of each:



Fixed Mindset

I like my work to be easy
I don't like to try a challenge
I want people to praise me for how clever I am
I believe I cannot change how clever I am
I don't like to try new things because I won't be very good at it
I give up easily my work to be easy

Growth Mindset

I never give up
I like my work to be difficult – it means I am learning
I love challenges
I want people to praise me for the effort I put into my work
I believe I can get more intelligent by working hard
I feel clever when I'm learning something new

This approach links with how we give feedback too: we give 'prompts for improvement' or 'next steps' so that all learning for all children is seen as a way to grow.

If children have fixed mindsets they find it hard to cope with failure: we teach our children to see mistakes and failure as positive. This makes for a very energetic and inclusive culture. It also has a really positive effect on our ethos and on how children approach learning and support each other. Children strive to improve their personal best rather than seeing coming top as the goal.

"In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it."

Carol Dweck

This is important because individuals with a "growth" theory are more likely to continue working hard despite setbacks and individuals' theories of intelligence can be affected by subtle environmental cues. For example, children given praise such as "good job, you're very smart" are much more likely to develop a fixed mindset, whereas if given compliments like "good job, you worked very hard" they are likely to develop a growth mindset. In other words, it is possible to encourage children, for example, to persist

Taken from Hebrews 10:24-25
'And let us consider how we may spur one another on toward love and good deeds'

despite failure by encouraging them to think about learning in a certain way.”

How parents and careers can help develop a growth mindset at home

Praise the amount of effort your child is putting into things rather than how clever they are;

Talk to your children about their brain being like a muscle - the more they use it, the stronger it gets;

Encourage your children to not give up if they are finding something difficult;

Challenge your children to try something new or challenging.

Taken from Hebrews 10:24-25

'And let us consider how we may spur one another on toward love and good deeds'