FROXFIELD
CE SCHOOL

Curriculum Principles – February 2026

Curriculum Intent

- Our school Christian Values of Love, Courage and respect are at the heart of our curriculum intent, ensuring that all pupils achieve their best in all areas of school life, as caring individuals with a clear sense of what is right and of the importance of relating effectively with others.
- The curriculum at Froxfield is designed to provide a broad and balanced education that meets the needs of all pupils and gives the skills, knowledge, understanding and values to prepare them for their future lives as global citizens.
- To promote academic success, creativity, imagination and physical development as well as the skills of problem solving, team work, independence, and resilience, This is underpinned by our school 'Learning and Thinking Skills' and the 'Growth Mindset' culture.
- The curriculum is inclusive, meeting the needs of all learners through careful consideration of ordinarily available provision alongside meaningful adaptations.
- To challenge and inspire children, expecting the most of them, to deepen their knowledge and understanding.
- The promotion of oracy is at the heart of our school curriculum; we believe children's language development and use is fundamental to future success. The teaching of reading is a high priority; good reading skills enable children to access a full, broad and balanced curriculum.
- Children's well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. Happy children will learn well.
- The curriculum recognises the importance of pupils' spiritual, moral, social and cultural development promoting the development of global awareness within and beyond our school community.
- The curriculum is planned to make links across subject areas where possible while still ensuring sufficient depth in the teaching of knowledge and skills within the full range of subject.
- To provide a wide range of opportunities in the curriculum for children to learn through first-hand experiences, applying knowledge and skills to new situations using the outdoors as a vehicle to teach the curriculum. Learning in the primary years should involve active, memorable experiences. This includes visits and visitors where appropriate.
- To make relevant links across subjects whilst allowing flexibility in timetabling and planning to enable teachers to use their own creativity in curriculum delivery to best use their strengths and meet the needs and interests of the children.
- To provide a curriculum that offers clarity, through clear progression, with space to ensure sufficient opportunities to re-visit and practice key skills and knowledge.

- To embrace computing and technological developments to provide and enhance learning opportunities so that children are prepared for an ever-changing, technological world.
- Help children to make sense of what they do; encourage them to evaluate their work, set targets and take an increasing share in the responsibility for their learning.
- To provide a range of after school extra-curricular opportunities that enhance the learning opportunities offered to children.
- To develop the children as lifelong learners with the motivation, independence and skills to continue their learning journey into their secondary education and beyond.
- To focus on the development of resilience a priority to support children's well-being and their ability to deal with set-backs and adversity.
- The teaching of RHE is central to our curriculum with emphasis placed on teaching children the importance of developing strong, healthy relationships.

Curriculum Implementation 2025-26

At Froxfield Primary School we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. Out curriculum takes a small steps approach and aims to ensure all children keep-up with the learning appropriate to their year group. We strive to ensure all pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

Pupils are working on the Early Learning Goals of the Early Years Foundation Stage Curriculum in Reception. The majority of children move onto the National Curriculum Programmes of Study at the start of year 1, although, this transition may happen gradually over the Autumn term for some children. Throughout this period and beyond all children are developing their phonic knowledge through the Little Wandle Phonics Programme and developing their fluency in reading through the school's structured approach to the daily teaching of reading.

The curriculum is planned on a two-year topic cycle of Learning Clusters in Key Stage 2 and a three-year topic cycle in reception and Key Stage 1 to take account of our mixed-age classes. Where subjects can be linked into the topic, they are, but others are taught discretely where this is more appropriate. In addition to on-going assessment in classroom, children are assessed against key objectives across all areas of the curriculum. More detailed assessment are undertaken in reading, spelling and maths each term and phonics is assessed at least half-termly.

More able children are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. The school's curriculum, in line with the National Curriculum, is planned thought subject progression documents, and then classes plan the learning for their pupils following this progression.

The curriculum is underpinned by the school's Core Christian Values (Love, Courage, Respect) and these are taught explicitly and through other areas of the curriculum, including Collective Worship. The spiritual, moral, social and cultural development of our pupils and their understanding of core British Values are woven through the curriculum. Religious Education is taught following Hampshire's Living Difference IV syllabus, combines with the Church of England's Understanding Christianity scheme.

The English curriculum is based on rich texts and places high priority on vocabulary and language development. Daily teaching of phonics and handwriting in class 1, aims to ensure that children become confident readers and writers. English units are linked to the topic (Learning Cluster) where possible and give children the experience of a wide range of quality fiction and non-fiction across the two key stages. The school's English curriculum focuses on the acquisition of basic skills in key stage one, preparing the children to read and write fluently for a range of purposes in key stage two.

The maths curriculum is planned around the development of fluency, problem solving and reasoning, following a Mastery approach. We make links across the domains and place an emphasis on quality pupil talk to develop understanding, vocabulary and reasoning, using a wide range of mathematical representations.

The school keeps up to date with current and future developments in these core subjects through accessing appropriate training and support. Small group catch-up interventions are planned to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Our curriculum is designed to provide a breadth of opportunities to develop enthusiasm and passion in children in different areas. We aim to ensure that children's special abilities and talents are recognised and supported whether these are sporting, musical, academic or the arts. We do this through using expertise across our cluster of schools and the wider area.

Specialist teachers and instructors support music and physical education. All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Subject days (eg Concepts days, art days, history days), alongside whole school activities and opportunities within and outside school all enrich and develop the children's learning experiences. After school clubs and events extend these opportunities further.

We believe there is a link between a healthy body and healthy mind, and physical development for all children takes a high priority at Froxfield School. We are a 'Golden Mile' school, with all our children running almost every day and we actively seek opportunities for children to be engaged in inter-house and inter-school events.

The skills needed to be resilient are taught directly though our RHE programme as well as embedded into our ethos and approaches. Opportunities are made across the curriculum, and through Collective Worship to promote, teach about and celebrate resilience. The children are taught about what it means to be a 'Growing Learner' and that mistakes are important to help us learn.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas, and outdoor learning is actively promoted and planned for. We believe that play is fundamental to children's development and our outside area has been deliberately planned to encourage play for children across the school.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

Our curriculum aims to develop the children's Global Awareness and their understanding of their as role as stewards of our planet. Opportunities for the teaching of global issues are planned into our curriculum as well as addressed when relevant globally or nationally.

Curriculum Impact

At Froxfield Primary School the impact of our curriculum is measured in a range of ways. We value attainment data derived from formal assessments as a means to judge the impact of our curriculum teaching on pupils' achievement, but believe this should be in the context of one piece of evidence within a whole jigsaw.

Other means used to judge the impact of our curriculum are:

- Discussions with children – formally and informally
- Discussions with teachers
- Looking in children's books for evidence of progress and attainment
- Informal/formal observations of learning across the school.
- Displays across the school
- Feedback from parents
- Internal and external school data.
- Governor strategic oversight of key curriculum areas, including learning walks, work sampling, discussions with subject managers, data analysis and pupil interviews.
- Observing the development of individual talents, interests and skills across the school.

We judge our curriculum to be successful if:

- Each child is fully equipped for the next stage of their learning journey, leaving as a caring individual with a clear sense of right and wrong and a respect for themselves and for others.
- All children are making good progress across a broad curriculum
- Children have strong reading and oracy skills
- Children develop as independent learners with the skills to continue their learning journey at secondary skills
- Children are motivated and eager to learn; they enjoy talking about their learning and show a deepening knowledge
- Children ask questions and make connections in order to deepen their own learning
- Children are able to apply their knowledge in a variety of situations and across the curriculum
- Children are able to work co-operatively in a range of groupings, in a range of different situations
- Children take pride in their work, striving to be the best they can be
- Children show resilience and perseverance when learning is tricky
- Children live our school Christian Values within all aspects of school life.