



The Freegrounds Way

Intent	At Freegrounds we...	ASPIRE -to aim high		BELIEVE -in who you are		ACHIEVE -beyond your dreams	
	We want to enable all children to be...	Aspirational citizens who strive to be the best they can be and make a positive contribution to society.		Confident individuals who are able to live happy, safe and healthy – both mentally and physically- lives.		Successful learners who acquire the knowledge, skills and positive learning behaviours they need to enable them to live successful and fulfilling lives.	
	Our learning values/ behaviours	Teamwork Learning from and with others by listening, encouraging and communicating	Independence Plan, monitor and evaluate Self-help strategies (Metacognition)	Resilience Growth Mind-Set Power of Yet	Reflection Considering how we can improve Learning from experience	Creativity Generating new ideas and possibilities	Critical Thinking Questioning, analysing, interpreting and evaluating what we read and hear.

Implementation	We deliver our curriculum through...	High quality inclusive teaching strategies Scaffolding (building to independence) Chunking (stepped instructions) Concrete (sorting, manipulating, organising)		Expert modelling I do, we do, you do Modelling of key vocabulary and language Thinking out loud		Targeted questioning strategies Think, pair share Cold Calling Check for understanding		Retrieval practise Short term and long term Engagement and feedback from all learners Recall of previously learnt knowledge and skills		Assessment and Feedback Importance of live feedback Flexible groupings DIRT Feedback and marking code						
	Our staff...	Have high expectations for all learners		Have strong subject knowledge which ensure learners are effectively challenged and supported.		Role model positive attitudes which demonstrate respect and celebrate difference and diversity		Develop strong partnerships with other schools and the local community.		Deploy adults effectively in lessons to support individuals and small groups through pre-teaching, split inputs and cutaway groups.		Collaborate in year group and curriculum teams to ensure consistency, quality and cohesion.				
	We are inclusive...	Special Educational Needs We identify the precise needs of children with SEND. Interventions are carefully selected and implemented to support individual learning needs. Learning journeys and resources are adapted to meet the needs of all learners. We liaise effectively with families and external agencies to ensure pupils with complex needs are supported to make good progress.						Vulnerable and Disadvantaged Pupils Pupil Premium plans record individual barriers to learning and strategies to reduce these. Teachers adapt their approach and provide additional resources where needed. Financial support is offered to enable all children participate in extra-curricular activities.								
	Organisation of our curriculum...	Home Learning Projects give an opportunity to gain hinterland knowledge			Units of work are delivered through topic themes but individual subject integrity is retained.			Topic Hooks engage and excite children and give the context for learning			Sequential teaching of knowledge and skills with key concepts threaded across the Key Stage			Outcomes give purpose to learning Topic celebrations deepen pupils' understanding, raise self-esteem & strengthen community.		
	Core Essentials	Reading Development of fluency and reading skills (VIPERS) through whole class reading - 'Book Talk' Phonics teaching to support decoding Use of stories and linked texts in the wider curriculum to open up the imagination, to create the background for a new unit, to supply tier two and tier three vocabulary and to provide a context for the big ideas and concepts (Mary Myatt)					Writing Use of high quality rich texts to stimulate writing. Writing with clear voice and purpose. High quality adult modelling and subject knowledge. Integrated teaching of spelling, punctuation and grammar. Explicit teaching of proof-reading, editing and re-drafting skills. Application of writing skills across the wider curriculum.					Mathematics Development of fluency and mental strategies. Use of CPA approach Task variation. Coherent learning journeys. Use of sentence stems to develop reasoning Problem solving toolkit and 'process poster' to promote and develop a variety of problem solving skills.				



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	Application of reading skills across the wider curriculum.										
Subject Integrity	History	Geography	Science	Computing	Art and Design	Design Technology	RE	French	Physical Education	Music	PSHE
Enrichment and development of the whole child	Wellbeing Children's mental health week Trick Box Thursdays Weekly Circle Time Emotion coaching Time to Talk Wellbeing mentors Family support workshops		SMSC Community events PSHE/RE curriculum Wider curriculum design School learning values Social skills interventions		Safety Subject specific Esafety PSHE curriculum Road safety workshops Cycling proficiency Safety themed assemblies Wellbeing strategies		British Values Democracy- pupil voice Circle time Assembly focus School behaviour code PSHE curriculum		Protected Characteristics Valuing Difference PSHE unit Diversity in visitors Half termly diversity assembly focus Weekly 'No outsiders' assembly		
	Sport and Physical Development Specialist sports coach provides Games teaching to all pupils every week. Regular participation in sports tournaments and competitions across Hampshire. House competitions and whole-school sports days.	Performance and Creative Arts Listen2Me music teaching for all pupils in Year 4. Every child in Year 4 learns three instruments and performs as an ensemble at the end of each term. The school choir practice every week and regularly perform in the local community. Peripatetic lessons in keyboard, guitar and brass are held weekly. Rock to the Beat, gives children the opportunity to learn and instrument and play as part of a group (termly performances to an audience) Every Year 6 pupil joins the cast or backstage production crew of our summer production			Assemblies, Visitors and School Trips Assemblies always link to our values and encourage pupil participation and contributions. Visits from diverse religious and cultural groups, inspirational people and authors. School trips enhance curriculum projects and/or provide cultural capital		Our School Grounds Manipulative play areas to encourage creativity and problem solving. School grounds used wherever possible to enhance learning opportunities. School grounds strategy in place to ensure further development		Pupil Voice and Responsibility House Captains elected annually by pupils Class representatives for school council, learning council and eco-school elected by classmates Year 6 Sports Leaders run lunchtime sports activities for the younger year groups. Play Leaders run lunchtime clubs and activities to support positive playtimes for all. Wellbeing Champions support pupil well-being. Pupil Librarians support running of the library		

Impact	We evaluate our impact through...	Lesson monitoring	Pupil conferencing	Work samples	Internal and external moderation	Pupil progress meetings
		School Improvement Planning	Pupil Voice - involving pupils in changes	Assessments	Subject Leaders action plans linked to the SIP	Parental feedback
	Evaluation	<i>During the lesson observed in Year 6, children were applying previously learnt skills and with prompting, were able to think logically and problem solve. Children were engaged and enjoying the session. Children could talk about and explain what they were doing. (Computing Deep Dive – May 2022)</i>	<i>Year 4 enthused about their Listen2Me lessons, 'they are challenging, easy and fun and I feel like I am getting better' (at learning an instrument) (Music Deep Dive- Feb 2023)</i>			
	<i>Within the lessons seen, there was some SEND differentiation in Year 3 and Year 5 e.g. tables already printed, outdoor practical learning, use of Widgit to support reading. (Geography Deep Dive – March 2022)</i>	<i>In visits to all classes pupil's independence is evident. This is because of the consistency and parity of approaches to behaviour; transitions are carefully managed through explicit instruction by teachers and because routines are embedded. (LLPR report-March 23)</i>				

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