


# Back to School

The Year Ahead 2023-24




# What makes Fred's Special

- Our Christian ethos
  - Kind, caring teachers
  - Music
  - Clubs
  - Embankment - outdoor learning
  - Residential trips
  - Families working together with staff, including social events
  - Working in partnership with St Thomas' St Clement & St James
- 


# Look Up - Challenge Yourself

“At the start of the 2023-24 academic year, when pupils enter your new classroom for the first time, don’t look at what you see and how they are at that time, decide for yourself what these pupils could be like at their very best . . . and what they could become. Then believe (and show them constantly that you do believe, in everything you do). What you have visualised will become a reality. Make what you have imagined happen! No matter how much evidence you see in front of your eyes to the contrary, hold onto that initial belief. It’s incredibly hard work, but it is this outlook that will enable all pupils to make the maximum possible progress and reach the highest possible standards in everything they do!”



# **'Belonging, learning and growth for life in all its fullness'**

Princess Frederica exists to:

- **Nurture social, emotional, spiritual and educational growth in *all* our children**
  - **Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum**
  - **Create a positive impact on our local and global community and environment**
  - **Nurture friendship, kindness and respect**
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# Vision for the Year Ahead

**Look up!**

**Challenge yourselves!**



# What Ofsted knows about schools that improve

Areas	Schools that improve	Schools that do not improve
<b>Curriculum planning</b>	The curriculum is ambitious, well sequenced, broad and balanced. Any variation between subjects is outweighed by leaders' work to secure high-quality learning in most curriculum areas.	Curriculum planning is recent or incomplete. Some subjects are not taught in sufficient depth. Some staff lack the expertise to deliver the curriculum well.
<b>Early reading</b>	There is strong provision for phonics and reading. In all school types, this includes effective support for pupils who have fallen behind.	There are issues with reading and phonics, particularly for the weakest readers. Staff expertise is a barrier in some schools.

# What Ofsted knows about schools that improve

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## **Special educational needs and/or disabilities (SEND)**

There is high-quality, ambitious provision that takes account of, and ensures good outcomes for, pupils with SEND.


There are weaknesses in the provision for pupils with SEND. There is too little focus on supporting these pupils to achieve academically.

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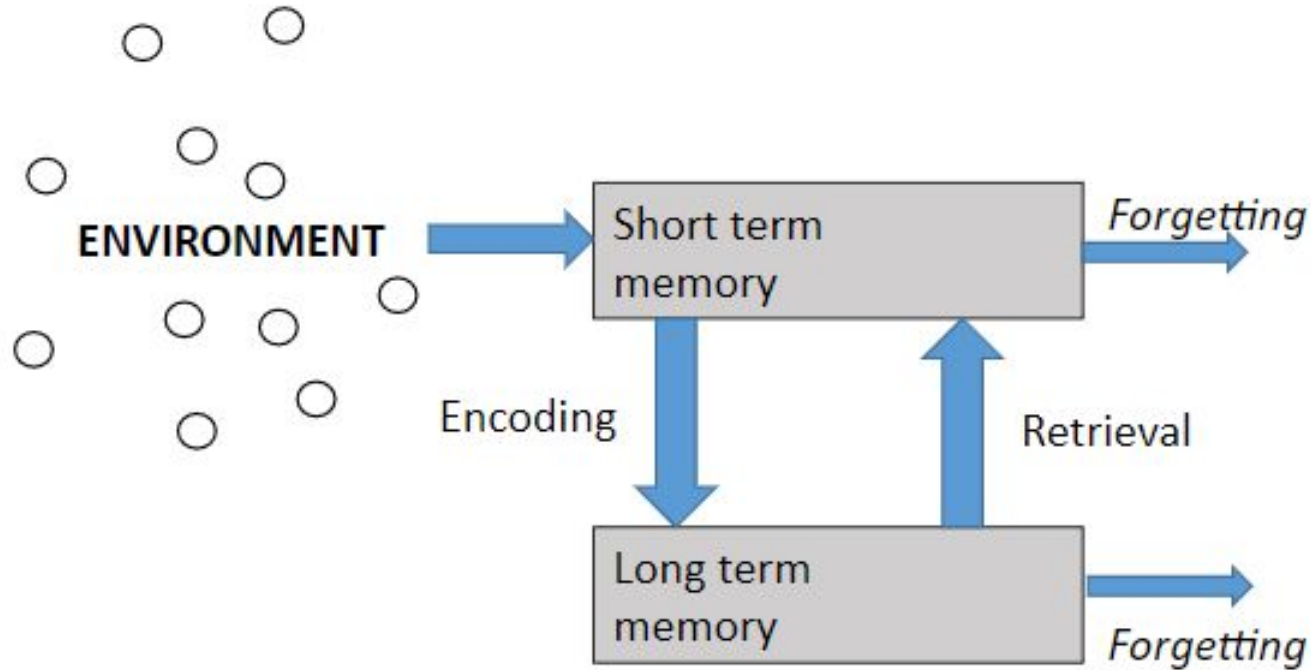
## **Behaviour and attitudes**

There are high expectations for behaviour and attendance. There is effective extra help for pupils who need it.

Disruptions to learning and poor attendance remain barriers to improvement.



# Quality First Teaching and How Pupils Learn





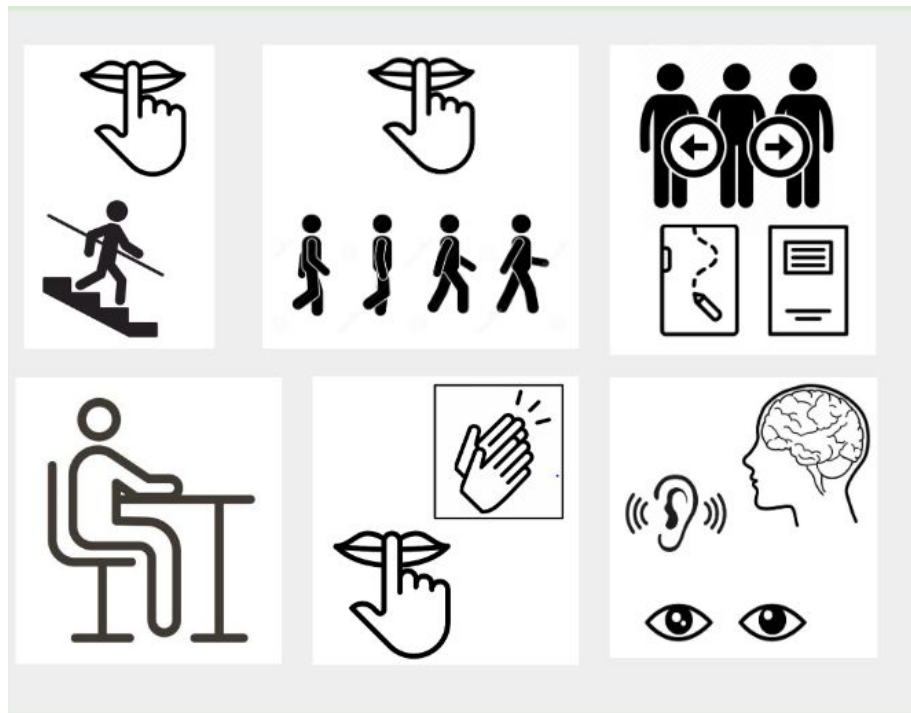
To enable learning  
teachers must  
enable a change in  
the long term  
memory



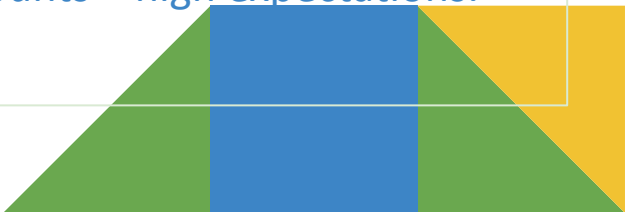
# Habits

- **Silent stairs**
- **Stop at a signal**
- **Active attention**
- **Moving materials**
- **Tight transitions**
- **Ready to record**

And soon: Stand to speak



# Clear routines, habits, systems and procedures

- Supports the school culture = high expectations
  - Builds a positive school and learning culture and ensures that all children feel safe, nurtured and can be in the optimal mental state for learning. They know that whatever classroom they enter, with whatever adult - the systems and routines are the same
  - Reduces cognitive load for learners
  - Reduces cognitive load for staff - you can focus on teaching and learning!
  - Creates a calm learning environment
  - Recognises that every moment is precious/every second counts = high expectations.
  - Learning time is not wasted.
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# Introduction to new Senco

- Working in school Monday - Wednesday
- Meeting with Ms Keane each week as part of a handover process
- Meeting teachers to discuss needs in their class
- Personally observing in classes
- Meeting with children, getting to know them and them me
- Provision maps and Interventions
- Meeting 1:1 with LSA/HLTA
- Coaching for all staff



## New Behaviour Policy

All behaviour is  
communication



## New Behaviour Policy

We need to help children  
learn how to communicate.



# New Behaviour Policy

The principles behind the behaviour policy



# New Behaviour Policy

At Princess Frederica we believe in three basic rights for both adults and children:

- The right to feel and be safe
- The right to learn
- The right to be treated with respect





# New Behaviour Policy

## Responsibilities

- All rules are designed to protect these rights
- Everyone has a responsibility to protect these rights through their own behaviour and actions



# New Behaviour Policy

## Establishing

- Teachers establish what the systems and rules are
- They are relentlessly consistent in applying them



# New Behaviour Policy

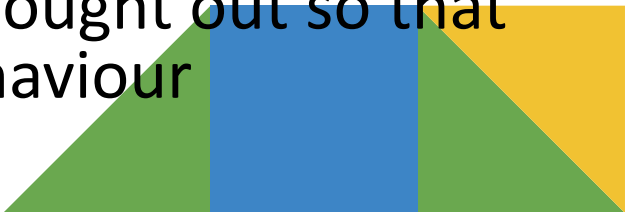
## Positive Correction

- Teachers remain positive when correcting behaviour. They plan what they will say
- Teachers are not distracted into arguments or debates with children. They stick to the primary misbehaviour and avoid being drawn into correcting the way a child is talking to them or their attitude. This can be dealt with later



# New Behaviour Policy

## Consequences

- Teachers know that severe consequences are not what make children behave well. It is the certainty that they will be **held to account** for their actions
  - The rule is 'Certainty not Severity'
  - Consequences are planned and well thought out so that they are in proportion with the misbehaviour
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- Decorative geometric shapes in the bottom right corner, including a green triangle, a blue square, and a yellow triangle.


## New Behaviour Policy

Behaviour needs to be taught, in just the same way as we teach other skills.

Teachers endeavour to be non-judgemental and separate the deed from the doer. All children are supported to learn about the effects of their actions and understand expectations for the future.



# New Behaviour Policy

- role play, drama and discussion
  - teaching children the importance of courtesy and respect
  - positive reinforcement
  - collective worship
  - brain breaks
  - Religious Education
  - our creative curriculum
  - teaching emotional literacy during Relationship Education
  - Using 'zones of regulation' charts when necessary to understand our emotions
  - 'Regulation Stations' - a quiet/calm space in each class for children
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# The Restorative Approach

Helping children to understand their emotions and the emotions of others better.

- learn about the effects of their actions
- take responsibility for making amends with those involved
- repair and restore the relationship with those involved



# The Restorative Approach

- *What's happened?*
- *What were you thinking at the time; and since it happened?*
- *What were you feeling at the time; and since it happened?*
- *Who has been affected by what happened and how were they affected?*
- *What needs to happen in order to move on (repair the harm or put things right)?*





# Rewards

## Whole school reward systems

- Habit Heroes House Points
- Lining up points
- Marble jar
- Star of the week
- Learning leader
- Love thy neighbour
- Headteacher award



# Curriculum drivers

- Our curriculum is designed to develop children's character, intellect and curiosity. We have high aspirations for our children and aim to offer them a broad, challenging and engaging curriculum.
- Our curriculum is underpinned by our key drivers which are:
  - Our Christian values
  - The arts
  - Caring for the environment
  - Diversity, Equity and Inclusion



# Curriculum design

- We will plan a very broad curriculum which continually revisits key concepts (curricular goals).
- Cultural capital gives our students the vital background knowledge they need to be thoughtful members of our community who understand and believe in our school values and Global Human Values.
- Tying our curriculum together are the concepts which are the key ideas in each subject area eg in history the concepts include chronology and sources of evidence. There are also 'golden threads', across curricular subjects, for example, migration, culture and society.
- Because it's impossible to assess children's learning in the short term we look at how well children are learning over time.
- We acknowledge that 'Wow' moments are memorable but do not in themselves lead to understanding of concepts. However they are useful in hooking in children's enthusiasm for learning.

More details can be found on the STFederation website and will be on the new PF website soon.

# Diversifying the Curriculum

We continually review and make changes to our curriculum to ensure that the curriculum is inclusive of the experiences and histories of a diverse range of people. Through this, we aim to provide positive representation of the many communities and individuals who are part of our schools. Through our diverse curriculum, we aim to erase systemic barriers in our society through fairer and more equitable distribution of curriculum content.

Our diverse curriculum allows our pupils:

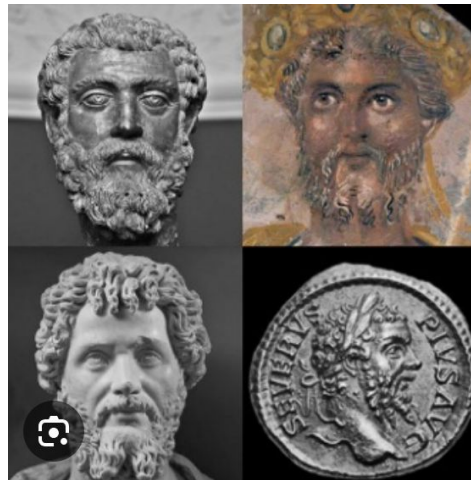
- to see and be seen in the curriculum
- to interrogate how knowledge in the curriculum has come to be valued
- to hear 'multiple co-existing narratives' in all subjects
- to understand how systemic barriers manifest for those with protected characteristics and intersectional identities



# Diversifying the Curriculum - examples

## Within our history curriculum we teach:

- Y1 - Flight Pioneers: Bessie Coleman
- Y1 - Courageous Advocates of History - these include a diverse group of people
- Y2 - Space Pioneers: Katherine Johnson and Mae Jemison
- Y2 - Heroes of Healthcare: Marie Seacole
- Y3 - The Roman Empire - within this unit the diversity of the Roman Empire is covered.
- Y4 - Ancient Egypt, and the Nubian Pyramids of the Napatan Kingdom of Ethiopia.
- Y5 - Early Islamic Civilisation
- Y6 - Kingdom of Benin
- Y6 - Local history study - Investigate stories of struggle and resistance in the local area and their legacy, focussing on Black communities e.g. the killing of Kelson Cochrane, The Magrove Nine, The Notting Hill Race Riots



# Diversifying the Curriculum - examples

## Within our science curriculum

Each science unit of learning includes a number of key scientists - we have ensured these include a diverse range of people. This includes scientists who did not get credited for the work they achieved because of systematic racism, or are lesser celebrated and known for this reason.

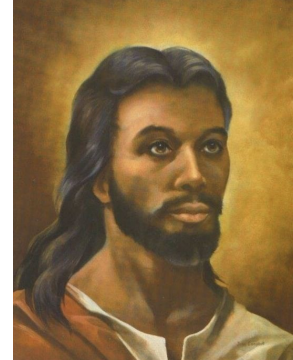
## Within our geography curriculum

- We study places from across the globe
- We explore who is impacted most by climate change and why
- We explore migration of people
- We explore the impact of gold and diamond mining
- We make links to the Carnival in Rio and Notting Hill
- We explore globalisation and its impact



# Curriculum - RE, history, science, geography

- We now have a shared curriculum across the partnership schools for history, science, geography and RE.
- RE follows the LDBS schemes of work - the leader of this subject is Kwamena Duker.
- The history, science and geography schemes of work have been written by expert teachers from across the three partnership schools.
- These schemes of work are far more detailed than previous schemes of work used by Princess Frederica and will support teacher subject knowledge and reduce workload, so that class teachers can concentrate on pedagogy and assessment.



# Curriculum - planning together

- Teachers across the partnership, schools work in year group teams to enact these schemes of work (design or find high quality resources, create flipcharts, discuss misconceptions, share pupil outcomes and progress)
- Planning, resources and pupil outcomes in these subjects are regularly monitored by subject leaders and senior leaders across the partnership schools.





# Using knowledge organisers to aid in changing long-term memory

Our aim should be for children to recall at least 7 key facts for each topic they study.

KO will be shared with parents on a termly/half-termly basis depending on the subject.

We have developed a guide to help parents use knowledge organisers and will be sharing this with you too via the website and parent bulletin.

[Guide for using the KO](#)

## Year six science Evolution and Inheritance

**Inheritance**

Have you ever been told you look like your parents or grandparents? That's because we inherit features and characteristics from egg and sperm and we also have traits and features that are passed on from our parents.

**Evolution**

The theory of evolution by natural selection was proposed by Charles Darwin. Evolution means change over a long time. It is the reason we have so many species on Earth. It happens when there is competition to survive and through differences within a species caused by inheritance.

**Natural selection**

The idea that all species change over time to become better suited to their environment. Natural selection occurs when:

- Individuals within a species show a genetic variation (they are different from others)
- The individual that has characteristics that means they are better adapted to their environment and will survive
- These useful genes are passed on to the next generation (they change over many generations)

**Darwin's finches adaptation**

Darwin's finches found in the Galapagos Islands are an excellent example of the way in which species adapt for long term survival. Their beaks have evolved over time to be best suited for obtaining food in different island conditions. Look at the diagram. Some finches have long beaks for probing out hidden insects and grubs, some have short beaks to crush seeds.

**Key vocabulary**

<b>fitness</b>	Preserved variants of a living thing from its past
<b>adaptation</b>	The process of changes that an organism or species can become better suited to its environment
<b>environment</b>	The surroundings or conditions in which a person, animal or plant lives
<b>evolution</b>	The idea that all species change over time to become better suited to their environment
<b>organism</b>	An animal or plant
<b>inherit</b>	The characteristics passed down from an ancestor
<b>descent</b>	A person or animal from whom an offspring is descended
<b>species</b>	A group of animals or plants who have the same main characteristics and are able to produce offspring
<b>offspring</b>	The young of an animal
<b>reproduction</b>	The making and production of offspring by animals
<b>progeny</b>	The process by which a living organism creates a lineage of offspring
<b>descendant</b>	Animals or people in later generations who are related to older generations
<b>variation</b>	A slight change or difference in form

## Year Three and Four History Ancient Egyptians

**King Narmer**

Ancient Egypt was originally two split into two parts. Some people believe that King Narmer (sometimes called Menes) won a conflict and created one single Egyptian kingdom in 3150 BC.

**Archaeologists**

discovered the Narmer Palette. It is a carving showing Narmer winning a battle and uniting Egypt.

**Tutankhamun's burial mask**

The archaeologist, Howard Carter, discovered Tutankhamun's tomb. Inside the tomb there were treasures, paintings, canopic jars, a sarcophagus containing the king's preserved mummy and a burial mask.

The Ancient Egyptian civilisation was one of the most influential in the world for 3000 years. They recorded their way of life in writing. They wrote books about religion and medicine. They also built magnificent temples and tombs.

**Egyptian Burial**

The Ancient Egyptians believed that if they lived a good life and were preserved then they would live again in the heavenly after life for eternity.

**Chronology**

3100 BC	2640 BC	2520 BC	1332 BC	51 BC	Nov 1922 AD
Beginning of the Ancient Egyptian Era	First pyramid is believed to have been built	The Great Sphinx is believed to have been built	The ten year rule of Tutankhamun begins	Queen Cleopatra's reign begins. She was the last Pharaoh of the Ancient Egyptian era	Howard Carter discovers the tomb of Tutankhamun in the Valley of the Kings.

**civilisation**

Organised group of people with their own culture

**influential**

Makes people take notice

**era**

A long and distinct period in history

**archaeologist**

People who study history by digging up objects and using them to find out more about the past.

**canopic jars**

Containers holding organs from a body

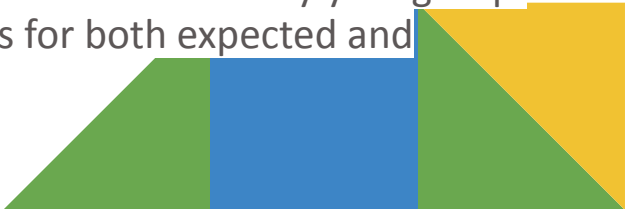
**sarcophagus**

Decorative container for holding a body

**mummy**

A preserved body

# Curriculum - grammar, spelling and punctuation

- Another key priority for Freds is improving **grammar, spelling and punctuation** in written outcomes for pupils. Therefore we now have:
    - A new shared spelling scheme of work that enables pupils to revise previous spelling objectives so we are sure they are embedded and applied to writing.
    - A developing new approach to the teaching of spelling. Staff are receiving training.
    - A consistent approach to home-learning with regards to spelling.
    - A new grammar and punctuation curriculum for Y6 pupils with daily focus lessons.
    - Regular coaching from an English specialist to ensure that writing planning, resources and lessons provide challenge for all pupils. This approach enables teachers to teach and embed grammar, spelling and punctuation from the National Curriculum regularly.
    - A new writing progression map to support teachers to plan and pitch lessons correctly. clearly breaking down all writing objectives from the National Curriculum by year group. This includes grammar, spelling and punctuation objectives for both expected and greater depth.
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# Maths Fluency - KIRFs

## Key number facts - eg number bonds/times tables

- Each half term
- Little and often
- Practised in maths fluency lessons
- Assessed in school



## Key Instant Recall Facts

Year 3 – Spring 1

### I know the multiplication and division facts for the 4 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

$4 \times 1 = 4$	$1 \times 4 = 4$	$4 \div 4 = 1$	$4 \div 1 = 4$
$4 \times 2 = 8$	$2 \times 4 = 8$	$8 \div 4 = 2$	$8 \div 2 = 4$
$4 \times 3 = 12$	$3 \times 4 = 12$	$12 \div 4 = 3$	$12 \div 3 = 4$
$4 \times 4 = 16$	$4 \times 4 = 16$	$16 \div 4 = 4$	$16 \div 4 = 4$
$4 \times 5 = 20$	$5 \times 4 = 20$	$20 \div 4 = 5$	$20 \div 5 = 4$
$4 \times 6 = 24$	$6 \times 4 = 24$	$24 \div 4 = 6$	$24 \div 6 = 4$
$4 \times 7 = 28$	$7 \times 4 = 28$	$28 \div 4 = 7$	$28 \div 7 = 4$
$4 \times 8 = 32$	$8 \times 4 = 32$	$32 \div 4 = 8$	$32 \div 8 = 4$
$4 \times 9 = 36$	$9 \times 4 = 36$	$36 \div 4 = 9$	$36 \div 9 = 4$
$4 \times 10 = 40$	$10 \times 4 = 40$	$40 \div 4 = 10$	$40 \div 10 = 4$
$4 \times 11 = 44$	$11 \times 4 = 44$	$44 \div 4 = 11$	$44 \div 11 = 4$
$4 \times 12 = 48$	$12 \times 4 = 48$	$48 \div 4 = 12$	$48 \div 12 = 4$

#### Key Vocabulary

What is 4 **multiplied** by 6?

What is 8 **times** 4?

What is 24 **divided** by 4?

They should be able to answer these questions in any order, including missing number questions e.g.  $4 \times \bigcirc = 16$  or  $\bigcirc \div 4 = 7$ .

#### Top Tips

The secret to success is practising **little and often**. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact family of the day. If you would like more ideas, please speak to your child's teacher.

What do you already know? – Your child will already know many of these facts from the 2, 3, 5 and 10 times tables.

Double and double again – Multiplying a number by 4 is the same as doubling and doubling again. Double 6 is 12 and double 12 is 24, so  $6 \times 4 = 24$ .

Buy one get three free – If your child knows one fact (e.g.  $12 \times 4 = 48$ ), can they tell you the other three facts in the same fact family?

# Any Questions

