



## Dream it. Believe it. Achieve it.

### Our curriculum 2024

#### Curriculum Intent

We are committed to *Inspiring Minds Together*; providing a curriculum with breadth that allows all of our children to progress and achieve. They will feel prepared for 'life beyond Fairmeadows' with a passion for learning ignited.

At Fairmeadows Foundation Primary School the curriculum is designed to: recognise children's prior learning through regular standardised testing, teachers' observations and evidence in books/ portfolios. Provide first hand learning experiences, such as, sawing wood, playing an instrument and performing in a play. Allow the children to develop interpersonal skills during breaks/ lunchtimes, R time lessons and in Nurture groups. Build resilience and become **creative, critical thinkers** through regular use of Learning Powers as core concepts within their education. Reading for pleasure is a key aspect of our curriculum, where we aim to **develop confident, fluent and able readers for the future**. Readers who choose and love to read, valuing books and seeking out new texts.

#### **Purposeful**

At Fairmeadows Primary, our curriculum and learning is driven by knowledge. The opportunities, experiences, topics and activities are chosen and planned to nourish, deepen and progress skills.

All children start their journey with a natural curiosity. At Fairmeadows, we believe that all children have the right to learning, experiences and interactions which maintain that natural curiosity and love of learning as they continue through the school. Teachers and Support Staff are merely facilitators in their learning, enabling them to access the opportunities. Learning is carefully planned to ensure it builds, connects and strengthens previous learning, both across the curriculum and to the community and world they live in; making their learning relevant and inspiring.

Every child is recognised as a unique individual, evidenced through the staffs healthy and positive relationships with pupils. We celebrate and welcome differences within our school community, through our collective worships, visits to different places within the community and religious places of worships. The ability to learn is underpinned by the consistently good teaching of basic skills, knowledge, concepts and values.

#### **Engaging**

Whilst the implementation of the curriculum is planned to ensure progression, connection and development, these topics and learning opportunities are adapted to suit the interests and needs of the children, ensuring that the learning is child-directed.

We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and interesting time in their lives where there are no limits to curiosity. There is a thirst for new experiences and knowledge, exemplified by the school's investment in the forest schools programme. To provide pupils with experiences and skills that will lay strong foundations for the remainder of their academic life, the curriculum has been designed on a two-year deep study model to enable pupils to fully engage with themes and topics, giving them the time to study areas of History, Geography, Music, RE and PSHE

in greater depth than ever before facilitated through **collaborative planning between staff in consecutive years.**

## **Fun**

Scientific research suggests that superior learning takes place when classroom experiences are enjoyable and relevant. At Fairmeadows Primary, we seek innovative and ways to ensure learning is memorable. The use enrichment (inside and outside the school day) and real-life problems create accessible opportunities for all children to develop and apply their skills, knowledge and learning characteristics.

We use **Learning Powers** and our **Diamond rules** to promote **PSHE/British Values** and positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Growth mind set is a key aspect of our learning culture; enabling pupils to identify and celebrate their strengths and areas for development, taking ownership of their learning and their whole development. In addition to the skills and knowledge, we promote our school's learning Powers from Pre-School to Y6; Enjoy Learning, Have A Go, Concentrate, Keep trying, Be Cooperative, Use Your Imagination, Be Curious and Keep Improving

Computing and technology matter, we have invested heavily in training and ICT resources to ensure the curriculum is interactive, fun and relevant to the **technologically motivated pupils in our school**. Music is a huge focus as we work hard to ensure that every pupil experience includes, **being taught an instrument during their time at Fairmeadows** and, where possible, more than one.

We believe that successful learning takes place when children are **actively involved in the learning process**. **We call this 'Active learning'. Learning at Fairmeadows takes place both indoors and outdoors.** Children will leave the school with a sense of belonging, confidence and the skills to make decisions, self-evaluate, make connections and become lifelong learners able to **thrive as they move forward to secondary school**.

## **Lifelong**

Our definition of learning extends far beyond the academic achievements in reading, writing and maths. Many of our children face challenges and experiences, both before attending and whilst attending our school. These can impact on their social and emotional well-being, as well as their health. As a result, our curriculum prioritises their personal development and welfare into account and offers the flexibility necessary to ensure every child can flourish beyond, Fairmeadows.

**We do not tell children what to think, but only ask that they do think.**

## **Implementation**

The National Curriculum, forms the spine of our curriculum, but at its heart our curriculum is about exposing the children to quality experiences and lessons. Within our curriculum is the encouragement of free thought, focusing on posing challenging questions that lead pupils towards answers of their own. We focus on developing resilience and growth mind-set, challenging pupils intellectually, spiritually and morally. We immerse them in experiences that broaden their horizons and allow them to see Britain as it is today, a melting pot of cultures and races all under the umbrella of democracy, the rule of law, individual liberty, mutual respect and tolerance.

### **A Coherently Planned Curriculum**

- a) a clear list of the breadth of topics that will be covered;
- b) learning objectives pupils should understand;
- c) a bank of knowledge that is rich and relevant

Block teaching of Foundation Subjects ensures steady coverage and allows disruption of interventions and SEND work to be minimised and mitigated. Foundation subjects are assessed three times a year on the online system and provide a point in time judgement of those areas.

### **Learning Powers**

This is where our learning culture is promoted through eight **Learning Powers** used to focus and empower children so that they become responsible for their own learning and resilient in the face of difficulty.

These powers are:

1. **Enjoy Learning**
2. **Have A Go**
3. **Concentrate**
4. **Keep trying**
5. **Be Cooperative**
6. **Use Your Imagination**
7. **Be Curious**
8. **Keep Improving**

These Powers underpin our curriculum aims and develop growth-mind-set. They also provide our children with the right start preparing for life outside and beyond Fairmeadows. These powers were chosen to combat the attitudes to learning often seen in our school community, and to provide the children with a framework to take on all challenges, big and small.

### **Assessment of Reading, Writing and Maths.**

At Fairmeadows, we use Insight to track and assess the progress of children in Reading, Writing, Maths and all other areas. We aim for high quality teaching and learning, and believe that at the heart of this is effective assessment, underpinned by our belief that all pupils can succeed. Planning for lessons is based on prior attainment and assessments are used to target teaching on a whole class, group and individual basis as needed.

Pupil's attainment and progress is tracked termly through our online learning system called 'Insight'. This system has been designed especially for Fairmeadows Foundation Primary School to consider:

Fairmeadows designed curriculum

National Curriculum expectations

## Statutory and Non Statutory Assessments

Using a range of formative and summative assessment teachers will make termly point in time assessments in Reading, Writing and Maths against the school's threshold concepts for each strand covered that term. Teachers will then make an overall teacher assessment for these core subjects drawing on a range of data and evidence.

Each term teachers will make a point in time teacher assessment for PE, Computing, Science and all other foundation subjects.

### Attainment of pupils will be reported to parents as:

|     |                                                                       |
|-----|-----------------------------------------------------------------------|
| GD  | Greater depth standard for time of year and year group                |
| EXS | Expected standard for time of year and year group                     |
| WT  | Working towards the expected standard for time of year and year group |
| B   | Working below expected standard for time of year and year group       |

To support teacher judgements further, pupils in years 2 - 6 will take part in termly testing in English and Maths.

The expectation is that the children reach Secure in Summer 2. Teachers use their formative, summative and professional judgement to update their assessments. We track the progress that the children are making based on entry judgements and then identify any children who are not making expected progress during Pupil Progress Meetings each term.

### Impact

The impact of our curriculum will be measured by assessment procedures which allow us to evaluate outcomes against schools nationally. These will be measured within school through our own assessment systems, national assessments, pupil questionnaires, teacher observations, samples of work and evidence from both Seesaw and social media.

1. Phonics – by age 7, the majority of pupils will be able to read confidently and successfully.
2. Reading- by age 11, the majority of children are skilful readers who enjoy reading for pleasure, reflected in exit scores.
3. Times tables – by age 9, the majority of children will be confident in recalling facts up to the 12 times table and apply these across various contexts.
4. Secondary ready- at the age of 11. They are confident, self assured and emotionally ready to move on.
5. Resilient and creative thinkers, who solve problems effectively both as individuals and groups.
6. Love learning, attending regularly with attendance above 96%.

## What we do in EYFS?

### Intent

Our EYFS (Pre-School and Reception) provide a caring, nurturing, positive and happy learning environment which allows all children to develop to their full potential. We do this through a well-structured, yet playful and flexible curriculum that engaged and motivates our children.

We are fully inclusive, and all children are expected to think about the needs of others. We respect all families and aim to develop a positive two-way relationship with each one. We use a keyworker approach to build strong parental links and families are updated regularly through our journal app Seesaw.

Our EYFS curriculum is designed to: recognise children's prior learning from previous settings and their experiences at home; provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.

Community involvement is an essential part of our curriculum as we celebrate local traditions, occupations and festivals; learning new skills to enable the children to take an active role in events throughout the year. Children leave Reception with a sense of belonging to a tightly knit community, ready to start Key Stage One the following academic year. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.

Reading is integral in our curriculum with the aim to instil a lifelong love of books and reading. This begins right from when they join us in Pre-School. Children are exposed to a range of high quality texts and share books of interest to develop reading for enjoyment. Our curriculum places books at the heart of learning and we carefully choose fiction, non-fiction, poetry and animation alongside our Drawing Club scheme to help deepen knowledge, widen vocabulary and evoke responses in our early readers.

### Implementation

Across our EYFS, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This Framework specifies the requirement for learning and development in the Early Years and provides prime and specific areas of learning we must cover in our curriculum.

We follow the non-statutory curriculum guidance, Development Matters to guide the 7 areas of learning and pupil's learning characteristics. We also try to follow children's interests when appropriate.

#### **What are the key areas of learning?**

The EYFS curriculum outlines seven areas of learning and development.

These cover the 17 Early Learning Goals.

There are **three prime areas**:

| Prime Areas of Learning:                          |                                                            |
|---------------------------------------------------|------------------------------------------------------------|
| Personal, Social and Emotional Development (PSED) | Self-Regulation<br>Managing Self<br>Building Relationships |
| Communication and Language (C&L)                  | Listening, Understanding and Attention<br>Speaking         |
| Physical Development (PD)                         | Gross Motor Skills<br>Fine Motor Skills                    |

These prime areas ignite children's curiosity for learning and help to develop essential skills needed for the following four **specific areas** of learning:

| Specific Areas of Learning:       |                                                                        |
|-----------------------------------|------------------------------------------------------------------------|
| Literacy (L)                      | Comprehension<br>Word Reading<br>Writing                               |
| Maths (M)                         | Number<br>Numerical Pattern                                            |
| Understanding the World (UtW)     | Past and Present<br>People, Culture and Community<br>The Natural World |
| Expressive Arts and Design (EA&D) | Creating with Materials<br>Being Imaginative and Expressive            |

### What do the children learn?

Children are provided with stimulating and challenging learning, and play opportunities based on the seven areas of learning. These are planned for through our exciting and creatively planned topics which allow our children to become successful, independent learners. What's more, as children are so brilliantly unique, our children's own interests and fascinations strongly influence the content of our topics and drive many projects in EYFS.

| Autumn        | Spring           | Summer             |
|---------------|------------------|--------------------|
| Me & My World | Plants & Animals | Transport & Travel |

All children learn differently and this is outlined in the EYFS curriculum as the Characteristics of Effective Learning. When planning and guiding learning opportunities, we take these into account in order to provide the best opportunities. There are three different strands outlined:

- **Playing and exploring:** providing opportunities for children to investigate and experience things and encouraging children to 'have a go';
- **Active learning:** providing opportunities for children to concentrate and keep trying if they encounter difficulties as well as enjoy and celebrate their achievements;
- **Creating and critically thinking:** providing opportunities for children to have and develop ideas, make links between ideas and develop strategies for doing things.

### Impact

The impact of our curriculum is measured using a range of formative and summative assessment. Children are assessed against the Early Learning Goals at the end of EYFS (Reception Summer) and outlines if a child has achieved 'a good level of development' (GLD). These assessments allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations by the end of the year and more importantly the progress made from when their starting points. The impact of our curriculum will also, in fact, be measured by how effectively it helps our pupils develop into well-rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

In EYFS, we use the online system INSIGHT to assess children against the Development Matters objectives in all areas of learning. Children are identified as 'on track' (expected) or 'off track' (emerging) for their age related expectations. Children in Pre-School should be 3-4 Secure (DM 40-60 Emerging) in the summer they exit that class. Children in Reception should have achieved all the Reception-age objectives and have met the Early Learning Goal Statements, by the end of the Summer.

We track the progress that the children are making based on entry judgements and then identify any children who are not making expected progress during Pupil Progress Meetings each term. We work closely with colleagues to moderate these judgements internally and externally with other cluster schools. We also work closely with the Year One team to share assessments and bridge the gap between EYFS and Key Stage One – National Curriculum.

## Appendix 1

### Curriculum Aims

#### General Ethos

- 1a Happy Memories
- 1b Enjoyment and Fun
- 1c Love of learning
- 1d Friendship and Community

#### Relating to Self

- 2a Self Esteem and Confidence
- 2b Reaching Potential
- 2c Developing a sense of Spirituality
- 2d Being Healthy

#### Relating to Others

- 3a Friendship
- 3b Understanding Relationships
- 3c Developing Relationships
- 3d Teamwork
- 3e Global Awareness and Responsibility
- 3f Cultural Appreciation

#### Managing Learning

- 4a Improving your own learning and performance
- 4b Communication
- 4c Music & playing
- 4d ICT
- 4e The Arts and Sport
- 4f Thinking Skills
- 4g Creativity and Problem Solving

#### Managing Situations

- 5a Managing conflict
- 5b Managing Disappointment
- 5c Managing money/Time
- 5d Managing Risk and Uncertainty

## Appendix 2

### Valuable Experiences

- Being in a play.
- Sing for an audience.
- Be part of a team.
- Play a sport.
- Play an instrument.
- Have an adventure.
- Visit religious place.
- Vote/make a speech.
- Write a letter/receive a letter.
- Present art for a gallery.
- Invent/programme a game.
- Cook a meal.
- Be published.
- Swim safely.
- Support charities.
- Learn a language.
- Physically fit.
- Aid the community.
- Tutor/mentor another