

THE CURRICULUM AT FAIRFIELD C.P. SCHOOL

*At Fairfield Community Primary School, we aim to provide a safe, secure environment which will promote **Happiness and High standards**.*

We aim to meet the needs and celebrate the achievements of all pupils, who, through high expectations and high standards of teaching will reach their own potential regardless of ability.

We offer equal opportunities to all in the belief that Fairfield children will take their places as productive, valued and tolerant members of society.

It is through the curriculum that we meet the aims of our mission statement. The curriculum is the vehicle for learning. Teaching is the **how** but the curriculum is the **what**. The curriculum is the child's learning at Fairfield School.

The early years and primary years are the vital years! Years when key concepts are formed and key skills and knowledge learned. Although children usually join us aged three and leave aged eleven, our curriculum covers all areas of learning for children aged from 0-10 months to programmes of study aimed at children aged 15.

We commit to ensuring that children are productive and valued members of society and as such our curriculum puts emphasis on our children's rights to be able to express their thoughts and understand those of others through speaking and listening, to be able to express themselves through writing, to be numerate and perhaps most importantly to be able to read. These are the core skills.

However we also recognise that we are preparing children for a world requiring skills unrecognisable to even the present generation and at the current rate of change requiring immense adaptability. Our curriculum must therefore provide skills as well as knowledge and attitudes as well as aptitudes. Although we have to place great emphasis on the "basics" we work from the premise that children who are enjoying their work will be more engaged and therefore learn more and that all human beings learn through experience. As one famous teacher from history stated:

"I hear and I forget,

I see and I remember,

I do and I know!" - Confucius BC 551 – BC 449

We provide experiential learning through our "Continuous Provision" in the Foundation Stage and into Year One and then through our thematic topics. Here, through "doing"

experiments, field trips, visits and hosting visitors, the children's learning has real meaning and is then used to promote the basic skills of literacy and often, mathematics.

Our English teaching follows the National Curriculum but is broken into units which have been planned by Lancashire Education Authority. These link reading and writing to the wider curriculum, place great emphasis on speaking and listening as vital components of reading and writing. Most of the literacy units are based on a class text.

Our mathematics curriculum again follows the national curriculum but has an extra emphasis on problem solving and a Visual Calculation Policy. Teachers' planning is supported (but not led by) the Abacus Maths scheme which provides an on line homework programme which is extremely popular and successful in backing up teaching and promoting enjoyment and engagement. Number facts, number bonds and tables learning are essential and rewards are in place to back up the requirement that tables up to 12 x 12 are known by the end of Y4.

Rigour is ensured by the fact the key learning at each year group is underpinned by "non – negotiables". These are what must be achieved so that the curriculum has foundation and structure. Failure to meet "non- negotiables" within any year of learning will mean that a class is already behind as they embark on the next year. This places an unfair burden on a new class teacher and will result in a build up of missed concepts, too heavy to address at the end of a key stage.

Progress along the curriculum is scrutinised at every step and formally at six assessment points within the year. (See Policy for Assessment, Marking and Recording) Children not reaching their potential are identified and interventions put in place to enable this to happen. A key goal for children with Special Educational Needs (SEN) is for them to access the curriculum. (See Fairfield CP School – SEN Offer).

Parents are vital to the curriculum. They are the children's first teachers and spend the highest proportion of time with children. We need parental support in helping children to learn key aspects and to encourage practise of key skills, particularly reading and number facts. Above all we need them to take an interest and ensure that learning is valued.

The details of the different components of the curriculum are provided either in whole below or can be found by clicking on the link for each year group.

We are excited about our curriculum and look forward to the support of all members of the school community in helping us to deliver "Happiness and High Standards".

C. J. Ashley