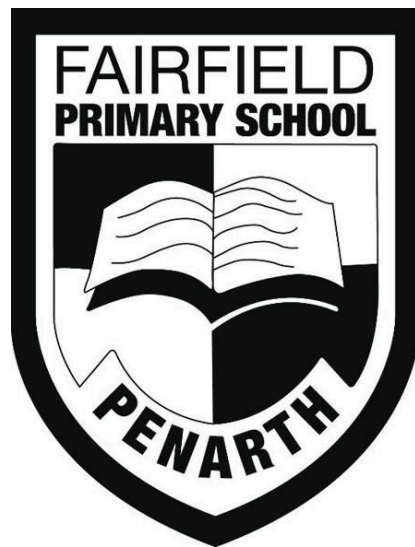


# **Ysgol Gynradd Fairfield Primary School**



## **Curriculum**

## **Curriculum Policy**

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## **Introduction:**

At Fairfield Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives, their community and their world. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

## **Aims and Objectives:**

Our shared [curriculum vision](#) has been promoted with all stakeholders. The school has worked collaboratively to develop a [curriculum](#) that consists of all those activities designed to promote the intellectual, personal, social and physical development of pupils. It includes formal lessons but also an informal programme of extra curricular activities. A school's ethos is evident from the quality of relationships, the concern for equality of opportunity, the school's values which are emphasised and the way in which the school is organised and managed.

Fairfield Primary School believes that the school curriculum should be based upon clearly defined values focussing on four main purposes and four enablers:

Four main purposes:

- Ambitious capable learners
- Enterprising creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

Defined values:

- High expectations of all learners
- An entitlement of all learners to have equal access to a rich as well as broad, balanced and inclusive curriculum
- A recognition of the value of the home and community in children's education
- The preparation of pupils for participation in a diverse society, the world of work and the democratic process, and global citizenship.

Four enablers:

- Working in partnerships
- Strong school to school working
- Inspiring leadership
- Inclusivity

It is the aim of Fairfield Primary School's curriculum policy to ensure:

- the provision of a secure, happy and confident atmosphere allowing full participation in the process of learning
- that every child achieves their full potential, whatever their ability, through a wide, varied, practical and relevant curriculum including extra-curricular activities
- That pupils are encouraged to work independently and use initiatives, increasing self-confidence in readiness for adult life
- That children's integrity is fostered and the principles of Christian values, and those of all faiths, are recognised and respected
- That understanding is shown for all racial, cultural and social backgrounds
- That the need for self-discipline is understood, to foster a responsible attitude towards school, the community and a respect for others
- That the school maintains effective curriculum continuity through well planned experiences across all phases encompassing Areas of Learning and Experience (AoLEs), achievement outcomes and principles of progression
- We provide equal opportunities for all pupils
- We take careful account of the additional educational needs of children including ALN, LA, MA and HA children and ensure that pupils with disabilities have full curriculum access
- That we foster the spiritual, moral, social, cultural, intellectual, creative and physical development of children
- To develop self-knowledge, self-esteem, self-confidence, tolerance and understanding of others through their own work and working collaboratively
- That we provide differentiated experiences, which ensure coverage of all aspects of the Curriculum for Wales and provide continuity and progression, taking full account of the individuality of each child
- That we provide children with a range of skills which are necessary and built on throughout their adult lives
- That we adapt to the changing needs of the child and of society and establish relevant links with the community and the world of work which will widen their horizons and develop them as lifelong learners
- That we give the child a feeling of self worth, security and stability by providing a rich learning environment
- That we develop digital competency through a cross-curricular approach
- That we enable the Welsh language to thrive

With the values and principles outlined above in place, it is hoped that the curriculum offered in Fairfield Primary School will enable its pupils to:

- Develop lively and enquiring minds taking pride in their work and achievements.
- Be fully equipped with knowledge, understanding and skills to adapt to a rapidly changing society

- Develop a sense of responsibility for their learning; for example, by responding to feedback in order to improve
- Acquire the skills to act effectively as individuals, as members of a group and as members of a wider community and society. Develop a moral code that is sensitive to the needs and values of others
- Use the education offered to help them lead happy and satisfying lives making a worthwhile contribution to society and the wider world of work
- Develop a secure sense of the place of Welsh Language and culture (Cynefin) in Wales, Britain, Europe and the world.

In order to achieve the above objectives, the curriculum will need to be reviewed regularly in terms of effectiveness and compatibility with the children of this school and also in terms of complying with statutory orders.

Effective planning and organisation of the “what we actually teach and the way it is taught” is crucial to the development of children’s learning.

### **Effective Learning**

We encourage children:

- To have a voice in developing their curriculum.
- To take responsibility and be leaders for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.
- To identify what they know, build on previous knowledge and to decide what they would like to know and how they can find the answers.
- To challenge their learning, identify strengths and areas for development.

### **Effective Teaching**

Excellent teaching ensures children are motivated and engaged and secures children’s progress in learning. When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum so they reach the highest level of personal achievement.

Our understanding of effective teaching is shared through the coconstruction of the [‘Teaching and Learning at Fairfield Primary’](#) and maintained by a professional learning programme linked to Performance Development Review targets and the School Improvement Plan.

## Effective teaching:

- Uses a range of teaching strategies which provide for and at times require different learning styles and groupings
- Provides a variety of activities and experience over time so as to harness, extend and make connections between different forms of intelligence
- Uses high and open-ended expectations, challenging children appropriately including more-able and talented pupils. Communicates clearly a wide range of strategies such as analysis, questioning, discussing, problem-solving, decision-making and remembering
- Includes talking about how we learn. It supports pupils in developing the language and capacity to consider and review their own thinking skills
- Sustains the excitement of learning. Learning objectives are clear and shared with pupils
- Provides a learning context and curriculum which supports physical and emotional welfare, building children's self confidence and self esteem. Creating a positive and supportive atmosphere
- Creates a stimulating environment and an atmosphere where learners feel secure.
- Acknowledges that learning sometimes involves uncertainty. It provides challenge, promotes persistence and rewards effort
- Provides bridges for the learner between the known and the new. It respects the learners' own language and culture
- Respects children as individuals, encouraging their participation and valuing their contribution
- Ensures a match between the skills of the learner and the challenge of the task.
- Involves a range of interactions between teacher and learner and between peer learners, including consistency and fairness.
- Respects pupils' autonomy as learners. It provides opportunities for making choices, decisions and applications and incrementally builds the skills needed for independent work.
- Allows for the grouping of children for certain areas of work which will take place when it is felt appropriate. This system is reviewed on a regular basis.
- Identifies pupils with ALN and supports them with specific programs as appropriate and within resource constraints. Refer to Provision Map
- Provides support for pupils from the Speech Language and Communication team
- Draws on the expertise of specialist teachers including:
  - Welsh in Education Officers
  - Peripatetic music teachers
  - Sports coaches
- Encourages collaboration
- Creates authentic contexts for learning

## **Curriculum Organisation**

It is through effective teaching that learning takes place and through which we offer a [curriculum](#) that is rich, broad, balanced, relevant, and inclusive and meets all statutory requirements. The curriculum is the vehicle through which effective learning and teaching is delivered.

It has common Areas of Learning and Experience (AoLEs) from ages 3-16. There are progression points at ages 5, 8 and 11 years. Achievement outcomes which describe expected achievements at each progressive reference point are used to monitor progress. There are four cross-curriculum responsibilities - Literacy, Numeracy, Digital Competence and Thinking skills.

Our curriculum is developed through parameters for each AoLE. These areas are Expressive Arts, Health and Well-Being, Humanities, Languages, Literacy and Communication, Mathematics and Numeracy and Science and Technology. The curriculum is skills-led and taught through a topic based cross curricular approach. Each AoLE includes, where appropriate, a Welsh dimension as well as an international and UK perspective.

## **Learning and Teaching in Foundation Learning**

Children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups.

First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core of this learning.

To enable effective teaching and learning:

We provide an authentic, purposeful and pedagogically appropriate curriculum for all learners that focuses on the key principles that are essential for holistic and meaningful learning. Fundamental to this are the three 'enablers':

- enabling adults
- engaging experiences
- effective environments

These enablers are interrelated and interdependent and the interplay between them is integral to teaching and learning.

We provide a balance between:

- play and play-based learning,
- being outdoors
- observation
- authentic and purposeful learning

The focus for teaching and learning should also include the traditional areas of child development, following the five developmental pathways for young learners which are child-centred and are interdependent.

- belonging
- communication
- exploration
- physical development
- well-being

We ensure that there are a range of approaches that enable children to learn through first-hand experience. Learning may take place through such activities as problem-solving, creative tasks, investigative and enquiry-based tasks.

### **Areas of Learning**

Within Foundation Learning the six areas of learning are:

- Health and Well-being
- Language, Literacy and Communication
- Mathematical Development
- Science & Technology
- Humanities
- Expressive Arts

### **Planning**

Our whole-school themes were carefully designed by reflecting on the needs of our learners, the school's context, our local community and global issues, and then aligning these with the Four Purposes, the 'Big Ideas' and concepts in the Statements of What Matters. At the core of our curriculum sits the value of **respect** which is weaved through three whole-school umbrella topics:

***Our Local Story from Penarth to Patagonia***

***Our Wonderful World?***

***Rights, Roots and Belonging***

Planning consists of progressive sequences of learning that build on key knowledge, skills and vocabulary. Teachers' planning builds on prior learning ensuring support and challenge and includes opportunities for cross-curricular literacy, numeracy and digital skills. The Statement of What Matters are revisited within the whole-school themes across the **two-year cycle** to ensure a progressive, cohesive and purposeful long-term curriculum, allowing learners to build on their understanding as topics become increasingly complex. We have aligned our planning with our Penarth Cluster AoLE progression maps. Fairfield promotes children's rights by valuing pupil voice through the School Council, who lead initiatives such as the 'Children's Rights'. We celebrate diversity and actively foster an inclusive, anti-racist culture across all aspects of school life.

### **Medium term planning overview**

Our [curriculum](#) is divided into 3 umbrella topics and therefore planned on a termly basis. Each medium term overview has:

- An enquiry question
- A clear rationale explaining how each enquiry links to the umbrella topic
- AoLE key concepts linked to What Matters Statements
- Links to prior/future learning
- Key understanding by the end of the topic
- Links to other AoLEs, literacy, numeracy and digital framework
- Cross cutting themes
- Pupil voice
- Clear progressive, sequences of learning that build on knowledge, skills and vocabulary

Teachers have identified meaningful, authentic topics which cover aspects of different AoLEs in a cross-curricular way. Where the subject content for a year group does not fit into the focused topic, it is identified as a discrete learning (e.g. RSE taught through Jigsaw).

### **Short term planning**

Class teachers plan weekly to suit the needs of the pupils and to meet them where they are in their learning. Plans reference medium term plans, stating the subject skills / learning objective, success criteria, differentiated activities for (ALN, LA, MA, HA) in the class. Assessment opportunities are identified and weekly plans are evaluated to inform the next stage of learning.

## **Lesson Structure**

The lessons are structured around the principles of '[Teaching and Learning at Fairfield Primary](#)'. Lessons include, where appropriate, the following aspects:

- Introduction
- Activate prior learning
- Sharing the Lesson Objective
- Formulating success criteria
- AfL strategies
- Live modelling and worked examples
- Mini plenaries / short feedback loops

Learning Support Assistants (LSAs) are involved in supporting the teacher in planning, delivering and evaluating the curriculum depending on their role.

## **Classroom organisation**

Teachers provide a stimulating and well organised classroom environment underpinned by our '[environment policy](#)' to ensure that:

- There is a range of appropriate and accessible resources available
- Pupils' independence is encouraged
- Displays are of a good quality and instrumental in celebrating children's work and providing a learning tool.
- There are clearly established classroom routines
- Rules rewards and sanctions are followed in line with the school's '[behaviour and relationship policy](#)'

## **Classroom organisation in the Foundation Learning**

Our Foundation Learning classrooms have clearly designated and well resourced areas for the delivery of play-based learning, guided play and free play both indoors and outdoors.

These areas are as follows:

### **The Outdoor Environment**

We provide opportunities for play-based learning, guided play and free play for the outside environment. A well-planned and resourced environment supports child

influenced experiences, offers a mix of first-hand experiences and child initiated play opportunities.

We provide a bank of flexible resources to support learning to enable children to make choices between activities.

### **Monitoring and Evaluating (MER cycle)**

The school has set procedures in place for monitoring the Learning and Teaching. This involves:

- Planning
- Monitoring books
- Listening to learners
- Lesson observations / learning walks
- Responsive coaching
- Summative assessment to track pupil progress
- School based assessments and standardised data is used to monitor and review teaching and learning
- Pupil progress and data drop meetings

The school has set procedures for monitoring and assessing pupils' progress.

### **The Role of Governors**

Governors monitor and review the school policies including Learning and Teaching. They:

- Ensure that that school buildings and premises are best used to support successful teaching and learning
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensure that staff development and performance management policies promote good quality teaching
- Monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders, Curriculum Committee, Head teacher's reports and School Improvement Officer.

### **The Role of Parents**

Parents have a fundamental role in helping children to learn:

We inform parents about what and how their children are learning by:

- Frequent newsletters / Google Classroom
- Sending annual reports to parents in which we explain the progress made by each child and outline the next steps in their learning
- Explaining to parents how they can support their children with homework
- Inviting parents into school to discuss their children's progress on at least three occasions per year
- Providing opportunities to liaise with outside agencies

Parents are encouraged to support their children and the school in implementing school policies. We expect parents to:

- Agree and sign our Home School Agreement
- Ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school with the correct uniform and PE kit
- Ensure homework is returned to school
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement
- Attend Parent Forums demonstrating the methodologies / strategies being deployed within the school

Parents are given opportunities to give their views on all aspects of school life (e.g. termly Parental Forum).

### **The Role of the Pupil**

Pupils work towards the school's aims by:

- Being organised for each lesson and being ready to learn
- Conducting themselves in an orderly manner in line with the school rules and expectations
- Taking a growing responsibility for their own learning
- Taking care of resources and replacing them carefully after use
- Taking responsibility for their personal possessions

### **Support staff**

Support staff play a key role in the raising of standards, supporting effective learning and teaching.

Support staff are deployed to classes based on the following factors:

- Statutory requirements – Foundation Learning

- Additional Learning Needs, including individual and group support programmes
- PPA requirements

## **EXTRA CURRICULAR ACTIVITIES**

Extra-curricular activities are provided offering an extension to class curriculum activities and take place outside the school day.

The programme of events includes the following clubs:

- Multi Sports
- Eco
- Chess
- Karate
- Music e.g. choir
- Art

## **EQUAL OPPORTUNITIES**

This policy states the school's commitment to equality of opportunity for all its members, staff and pupils. The policy relates to issues of gender, race, religion and special needs, reflecting both equality of opportunity and access in these areas but also through the curriculum entitlement of the school.

The Race Relations (Amendment) Act 2000 (RRAA) supplements the Race Relations Act 2000. RRAA imposes on all public bodies the General Duty to have due regard in carrying out their functions with the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

RRAA also imposes specific duties setting out what public bodies must do to enable them to meet the General Duty not least of which is the preparation of an Equity, Diversity and Inclusion Policy.

The school is committed to race equality and fulfilling its legal obligations under the RRAA. It is a positive commitment made by Fairfield Primary School to work towards racial equality and to ensure that racial discrimination and harassment are combated. It is applicable to all members of the school community – pupils, staff, parents, governors and partners. Through this policy the school is working in line with the Commission for racial Equality Standards Learning for All [2000] and

working towards meeting the recommendations of the Stephen Lawrence Inquiry [2000].

Every member of the school community shall endeavour to further the objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.

<b>Monitoring and Review</b>	
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