

OUR CURRICULUM

INTENT	at Fairlands...	WE ARE REACHING HIGH!											
	VALUES	Responsibility	Rights	Tolerance	Democracy	Courage	Pride	Respect	Happiness	Friendship	Kindness	Change	Honesty
		Responsibility	Rights	Unity	Understanding	Quality	Passion	Confidence	Peace	Love	Politeness	Resilience	Freedom
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me						
	VISION	to provide a safe, happy and aspirational environment for all, where a wide, values-based curriculum challenges children to develop emotionally, socially and intellectually											
	OUR TRUST AIMS	Building for better futures			Our children will lead happy and fulfilling lives			Growing a collaborative community			Extending the boundaries of learning		

IMPLEMENTATION	GREAT TEACHING	A learning- focused climate, built on nurturing, positive relationships, enabling all to feel safe and thrive		Expert subject knowledge, based on an understanding of cognition and learning		High expectations of conduct & learning behaviours		Exceptionally clear modelling of key concepts: a well sign-posted learning journey		Precisely targeted questioning to accurately identify misconceptions and reshape activities		Challenge for all, with rich opportunities for mastery and breadth		'In the moment' feedback; and purposeful marking		Opportunities to embed concepts into long-term memory; to recap, apply and make connections		Accurate assessment informs next steps planning		Teachers passionately model a growth mind-set and engage in life-long learning					
	GREAT LEARNING	Playing and exploring						Active learning						Creating and thinking critically											
		Independence				Perseverance				Questioning				Reflection				Resilience				Risk Taking			
	BREADTH & BALANCE	Remember				Understand				Apply				Analyse				Evaluate				Create			
		Communication and Language			Physical Development			Personal, Social and Emotional Development			Literacy			Mathematics			Understanding the World			Expressive Arts and Design					
		English	Mathematics	Science	Art & Design	Relationships & Health Education	Computing	Design Technology	Geography	History	Modern Languages	Music	Physical Education	Religious Education											
	INSPIRING CONTEXTS	Memorable, meaningful, cross-curricular themes	Children's interests explored	Passionate, inspired teachers	Inspiring learning environments	Visits, visitors, events & experiences which increase cultural capital	WOW! days	Empowerment through pupil leadership	Range of high quality texts which inspire a love of reading	Integrated use of new technologies	Learning outdoors	Learning out of school hours	Chat, Play, Read in the home learning environment	Collaboration across phases, across the trust											
THE WHOLE CHILD	Inclusion, equity and aspiration at the heart			Celebration of individual achievement and success			Timely intervention and reasonable adjustment			Equal rights, equal access			Ecological awareness		Disability awareness		Connected with local, national, and global communities			Equipped for a dynamic future					
SAFE-GUARDING	Drug Education		Sex Education		Online Safety		Anti-bullying		Anti-racism		Protection from extremism		Health & first aid		Protective behaviours		Keeping safe at home, at school, & in the locality								

IMPACT	GREAT OUTCOMES	IMPACT 1: EMOTIONAL <i>Personal development is outstanding.</i> <i>Children are happy and enjoy coming to school. Parents and carers are happy with the school and high proportions would recommend us to others.</i>					IMPACT 2: SOCIAL <i>Behaviour and attitudes are outstanding.</i> <i>Children demonstrate our vision and values in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety and the choices children make benefit the school and local community.</i>					IMPACT 3: INTELLECTUAL <i>The quality of education is outstanding.</i> <i>Children consistently achieve highly, particularly the most disadvantaged and those with SEND. Children make at least expected progress and attain in line with or better than national expectations.</i>				
	EVALUATION	Nationally generated performance information about pupil progress and attainment (IDSR)			Internal school self-evaluation and first-hand evidence of how pupils are doing			Listening to a range of pupils read			Discussions with pupils about what they have remembered about the content they have studied.			External validation of judgments through school improvement partnerships and across trust		