



FAIRFIELD PREP SCHOOL

Curriculum Policy including EYFS

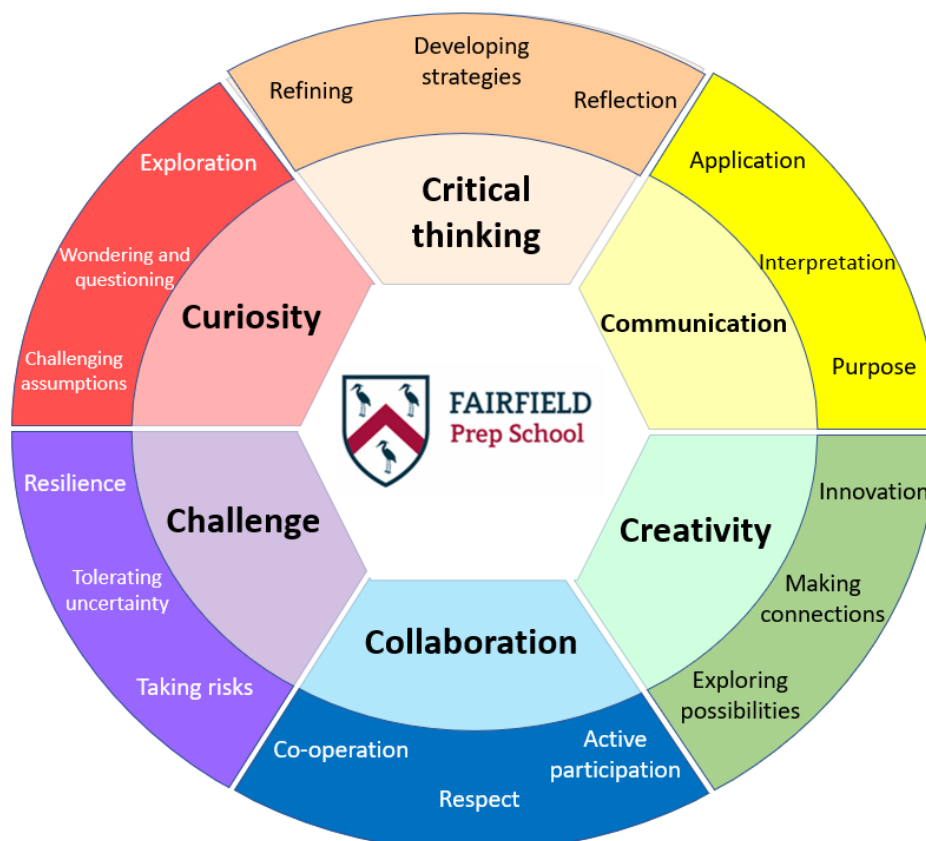
Fairfield provides a safe, nurturing and happy atmosphere where purposeful and structured lessons guide and encourage our pupils to succeed. We aim to develop their confidence, courtesy and self-worth so that they grow stronger, not only as individuals, but also as members of The Loughborough Schools' Foundation and the wider community. We believe all children have a right to a broad, balanced, rigorous and relevant education which provides continuity and progression and takes individual differences into account. We aim for every child in our care to fulfil their potential.

The curriculum is delivered through the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the children's experience. The "hidden curriculum", or what the children learn from the way they are treated and expected to behave is designed to develop more widely and richly the academic, cultural, technological, physical, spiritual and moral understanding, abilities and identities of our pupils. We want our children to grow into positive, tolerant, responsible people, who can work and cooperate with others while developing their knowledge, skills and understanding.

To achieve our aims here at Fairfield, we believe that key foundations underpin our curriculum and that these are based upon the following six core principles:

Critical thinking Communication Creativity
Collaboration Challenge Curiosity

Within each core principle are **core habits of learning** which we aim to promote and embed throughout the curriculum. These provide children opportunities to strengthen their habits of mind maximising their learning potential.



Fairfield's core habits of learning within each core principle can be defined as follows:

Critical Thinking

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| • Refining | Evaluate progress to improve outcomes |
| • Developing strategies | Explore to form a judgement |
| • Reflection | Question and link ideas in multiple ways |

Communication

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| • Application | Implement the most effective means of communication |
| • Interpretation | Explain or form an opinion about what something means |
| • Purpose | Consider the audience and intended outcome |

Creativity

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| • Innovation | Try out ideas and methods |
| • Making connections | Link multiple ideas together |
| • Exploring possibilities | Imagine new solutions to problems |

Collaboration

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| • Active participation | Fulfil a role in activities |
| • Respect | Work positively through encouragement and shared values |
| • Co-operation | Contribute positively during group work |

Challenge

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| • Taking risks | Take risks with thinking with no fear |
| • Tolerating uncertainty | Cope with not knowing the answer |
| • Resilience | Keep going when things are difficult |

Curiosity

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| • Challenging assumptions | Test what is known through research |
| • Wondering and questioning | Ask thoughtful, curious questions |
| • Exploration | Select appropriate research resources |

Underpinning each core principle are teaching and learning strategies that enhance learning experiences and prepare each child for life in the 21st century and beyond. These can be seen in [Appendix 1](#).

We provide a full-time supervised education for pupils of compulsory school age which gives pupils experience in the following areas of development in which some subjects contribute particularly strongly:

- Linguistic: English, Modern Foreign Languages
- Mathematical: Mathematics, Science, Computing, Design Technology and Engineering
- Scientific: Science, Design Technology and Engineering
- Technological: Computing, Design Technology and Engineering
- Human and social: History, Geography, RE and Life Skills
- Physical: PE and Games
- Aesthetic and Creative education: Art and Design, Music, English

Content to deliver these areas is planned so that it is appropriate to the ages and aptitudes of pupils, including those pupils with an EHC plan (Educational Health and Care Plan) or specific educational needs.

Heads of Department are responsible for the curriculum across the school providing material appropriate to the pupils' ages and abilities; teaching and learning strategies are employed to maximise the learning potential of all children, whatever their ability or level of attainment. We have Subject Specialists for the areas of Science, Computing, Modern Foreign Languages, Art and Design/Design Technology and Engineering, Music and PE.

Our Learning Support Department works closely with both the staff and parents to provide advice, strategies and additional input for those who need it, including supporting any pupils with an Educational Health and Care plan (EHCP). We also recognise the need to challenge our more able pupils and enrichment opportunities are provided to ensure that every child fulfils their potential. Pupil progress is monitored, assessed and reviewed carefully throughout the school by staff and the SMT. Children are assessed in English, Maths and Developed Ability from Years 1 to 6 with standardised tests providing valuable evaluation points. Baseline assessments are carried out with children in the EYFS and Years 1 to 6 through the use of BASE and CPI assessments respectively. Written reports and Parent-Teacher meetings enable parents to be informed regularly of their child's progress and Subject Specialists can provide parents with additional subject-specific information if required.

Homework is an integral part of learning that allows children to supplement their learning in the classroom. It develops key life-skills of independence and organisation and allows parents to support their child's learning. In the Pre-Prep all pupils are expected to read regularly. In Years 1 and 2, phonics work is provided and other resources are given varying in duration and frequency across the year based upon the needs of pupils. On entering the Upper Prep, children record their homework for each evening. Pupils of Years 3 and 4 are set homework for up to 25 minutes, Monday to Thursday, that includes reading and the weekly learning of spellings. As the pupils progress through the school, the amount and duration of the homework increases to a maximum of 45 minutes in Year 6.

We recognise the importance of developing a child's individuality. Our pastoral aims of encouraging children to be confident, respectful, kind, considerate and happy individuals are achieved through the curriculum, assemblies and celebrations as well as the interactions within our school community. Our Life Skills curriculum, delivered as a discrete subject, reflects the school's aims, ethos and values and encourages respect for others paying particular attention to the protected characteristics set out in the Equality Act 2010. Pupils are taught respect in every sense of the word. It is our goal for the children to have a unique tolerance and robustness, which exemplifies our core values. Our ambition is to nurture children to become emotionally knowledgeable and skilled, prepared for any challenge life asks of them.

An important facet of this is feeling valued as a member of the community – on a class, year, school and global level. Fundamental British Values are actively promoted across the school in assemblies, lessons and reflected during celebrations. Our RE curriculum strongly contributes to the awareness, understanding and respect of faiths and beliefs across religions and cultures. Pupils also understand the value of democracy, respect for the rule of law and its role in a democratic society, respect for English institutions such as the police and army and are taught about the importance of individual freedom of expression and the negative aspects of discrimination.

The rights and responsibilities of being a global citizen are promoted through the election of School Counsellors and Form Captains. Children are encouraged to put forward ideas for discussion at the School Council as a way of contributing to a democratic process and having their voice heard. Their impact on school life cannot be underestimated and the contribution made to improvements, future projects as well as participation in community events and fundraising for local charities is something we value dearly.



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