Fairfield
Prep School

Curriculum Policy

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1. Introduction

1.1. This policy sets out the intent, structure and implementation of the curriculum at Fairfield Prep School, establishing a clear outline of the principles underpinning our curriculum design. It reflects our commitment to delivering a curriculum that is ambitious, inclusive and rooted in both academic excellence and personal development.

1.2. This policy should be read in conjunction with the school's Challenge for All [Teaching and Learning] Policy.

1.3. At the heart of our curriculum is the principle of **'Powerful Knowledge'-** knowledge that takes pupils beyond their immediate experiences and equips them with the understanding needed to interpret and engage with the wider world. The curriculum at Fairfield consists of both our academic and wider co-curricular offer. Our academic curriculum is carefully sequenced and cumulative, enabling pupils to build knowledge over time and develop increasingly secure conceptual understanding.

1.4. The curriculum is shaped by:

- Our **vision and values**, which prioritise high achievement, character development and preparation for life beyond school
- Our Curriculum Principles of **Curiosity**, **Critical Thinking, Communication, Creativity, Collaboration** and **Challenge** and [See appendix 1]
- A strong commitment to **representation and belonging**, ensuring pupils see themselves and others reflected meaningfully in what they study
- Consideration of **individual cohorts**, allowing the curriculum to be responsive and inclusive
- Recognition of each **unique child's lived experience**, ensuring learning is both accessible and aspirational
- Our commitment to **championing childhood**

1.5 Through this policy, the school ensures that all pupils are provided with a rich, relevant and coherent educational experience that prepares them fully for their next stage of education and for life in a modern, diverse society.

2. Aims

2.1. The aims of this policy are:

2.1.1. The curriculum aims to provide a broad, balanced and intellectually rigorous education that develops the whole child. It is designed to ensure that pupils acquire essential knowledge, skills and understanding, whilst also developing the personal qualities required for future success.

2.1.2 Through our curriculum, pupils will:

- Develop **secure subject-specific knowledge and skills**, in line with the EYFS Framework and National Curriculum statutory guidance
- Build a **broad and ambitious vocabulary**, explicitly taught to address gaps in language acquisition and enable access to high-quality texts and discussion
- Engage with **foundational content** that supports long-term learning and progression across subjects
- Develop as:
    - **Successful learners** who enjoy learning and make sustained progress
    - **Confident individuals** who are resilient, reflective and able to live safe and healthy lives
    - **Responsible citizens** who contribute positively to society

2.1.3 The curriculum also aims to:

- Introduce children to ideas that are amongst the best that have been thought and said
- Be intellectually demanding and rooted in the belief that every child is capable of succeeding with the right support and high expectations
- Foster **curiosity, creativity and critical thinking**
- Promote **inclusion and equity** for all learners, including those with SEND
- Provide pupils with key elements of **cultural capital**, enabling them to understand key historical, social and global developments
- Encourage **respect for diversity**, including an understanding of historical inequalities and progress towards equality
- Develop effective, **confident communicators** in both the written and spoken form across curriculum subjects

3. Scope

3.1. This policy applies to all pupils in the Primary phase, including the Early Years Foundation Stage and Key Stages 1 (Pre-Prep) and 2 (Upper Prep). It encompasses all subjects and areas of learning and provides guidance for curriculum design, delivery and evaluation.

3.2. Curriculum Design

3.2.1. The curriculum for the Pre-Prep and Upper Prep phases is:

- **Subject-led**, recognising the importance of disciplinary knowledge and maintaining the integrity of each subject
- Planned using **progression documents**, which map the concepts, knowledge, skills and vocabulary pupils will acquire over time

3.2.2. Content is carefully sequenced to ensure:

- **Cumulative knowledge building** across year groups
- Strong **foundations** in all subjects taught across the phases
- Coherent progression in both knowledge and skills

3.3. Implementation and Enactment

3.3.1. The curriculum is implemented through high-quality teaching that reflects effective pedagogical principles, including:

- **Age-appropriate pedagogy**, particularly in EYFS where learning builds from pupil's prior knowledge through play, exploration and structured teaching
- A carefully considered **time allocation**, ensuring sufficient time for each subject is allocated to secure deep understanding
- An **interconnected approach**, where links between subjects are made, where meaningful, while preserving subject integrity
- Use of what we know about how learning happens to support effective retention and understanding of the curriculum

3.3.2. Learning is organised through:

- Carefully sequenced **units of work**, both within and across subjects
- A **high-challenge, low threat** approach for all pupils

3.4. Enrichment and Experience

3.4.1. The curriculum is enhanced through:

- Enrichment activities and wider opportunities
- Study of **influential individuals**, reflecting both historical context and modern diversity

3.4.2. Engagement with **local, national and global contexts**, fostering a sense of identity and responsibility

4. Key Definitions

4.1. To ensure clarity and consistency, the following key terms are used within this policy:

- **Powerful Knowledge**: Subject-based knowledge that equips pupils to think beyond their own experiences and engage with the wider world
- **Curriculum Intent**: The overarching aims and purpose of the curriculum-what the school seeks pupils to learn and become
- **Curriculum Implementation**: How the curriculum is planned, taught and delivered in practice
- **Curriculum Impact**: The outcomes of the curriculum, evidenced through pupils' knowledge, skills and understanding over time
- **Academic Fidelity**: Maintaining the integrity and accuracy of subject content, ensuring it reflects the discipline authentically
- **Foundational Content**: The essential knowledge and vocabulary that underpin future learning and progression
- **Interconnected Approach**: Linking learning across subjects where this enhances understanding, without diluting subject-specific rigour
- **Cultural Capital**: Essential knowledge, experiences and achievements pupils need to be informed, active participants in society

5. Record Keeping

5.1. A record will be kept of changes made to this policy and can be found in the revision history section.

5.2. All records will be managed in accordance with the school's data protection and record retention policies.

6. Publication and Availability

6.1. This policy is made available to parents of pupils and prospective pupils via the school's website.

6.2. A hard copy is available on request.

7. Review of Policy

7.1. This policy will be reviewed every two years or earlier if significant updates are required.

Appendix 1: Fairfield Curriculum Principles

