

OUR CURRICULUM

INTENT	at Fairlands...	
	VALUES	Year A
		Year B
	Jigsaw	
VISION		
OUR TRUST AIMS		

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

IMPLEMENTATION	GREAT TEACHING
	GREAT LEARNING
	BREADTH & BALANCE
	GREAT READERS
	INSPIRING CONTEXTS
	THE WHOLE CHILD
	SAFE-GUARDING

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	Creative 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				
Playing and exploring				Active learning			Creating and thinking critically						
Independence		Perseverance		Questioning		Reflection		Resilience		Risk Taking			
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	
Promoting the love of reading		Daily phonics for early readers		Highest quality texts, carefully matched to ability		Catch up programmes		Regular guided reading opportunities		Challenge for fluent readers			
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	
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	
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
	EVALUATION

IMPACT 1: EMOTIONAL <i>Personal development is outstanding. 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. 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. 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>
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

