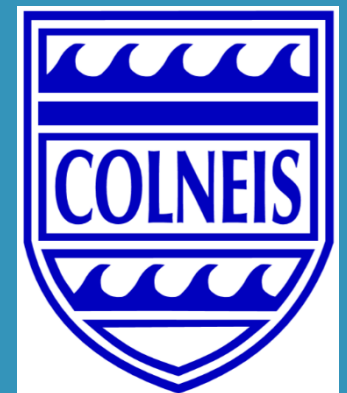




# The Federation of Fairfield and Colneis Curriculum Intent, Impact and Implementation



## Intent-our vision for our curriculum

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We are a Federation of two large schools, and we similarly want our pupils to have big ambitions and high expectations of themselves. We are outward looking schools, with a strong sense of community and we aim to create a curriculum that truly meets the needs of our children. It's our children's voices that we want to drive and shape that curriculum; a rich, exciting and balanced curriculum which enables each individual child to develop academically, emotionally, creatively, socially and physically. Our curriculum will enable the children to share ideas, express their opinions and apply knowledge and skills learned in a wide range of meaningful contexts. It will offer opportunities for all children to investigate, question, debate and challenge. It will enable all children to flourish and to be the very best they can be.

To support the implementation of our vision we will create:

- A stimulating environment for developing inquisitive, independent and resilient lifelong learners who work hard and strive for excellence
- A culture of working independently and collaboratively, where we see getting something wrong as a natural part of the learning process
- An ethos where all children are encouraged and supported and challenge is fully embraced
- A culture where children's personal development and understanding of their own emotional and physical wellbeing is at the centre of everything we do. This work is supported by our [Early Help](#) offer and [Pupil Premium](#) pathways.

We nurture resilient, inquisitive and independent lifelong learners

Classes are encouraged to discuss regularly the type of learning culture and environment they want to be in. This is always underpinned by our School Charter and with reference to our key values. Our charter and values are displayed in all classes and key communal areas and there is an expectation that all adults, whether staff members, volunteers, parents or visitors both follow and model these in their interactions with each other. We encourage pupils to take responsibility for their actions and to work collaboratively as part of our whole school community. Ultimately, we encourage our children to develop the life skills to become confident, caring citizens who can play a positive and active role in modern society.



#### SCHOOL CHARTER:

- We always do our best
- We are kind, helpful and gentle
- We learn from our mistakes
- We are safe because we care for people and property

It is important that our pupils are equipped with the necessary skills for the fast-changing world in which we live. This means that they need to be adaptable, able to apply their learning in a wide range of contexts and develop strategies for what to do when they're unsure. We want our pupils to be active learners; questioning, investigating, challenging themselves and sharing responsibility for driving their own learning. Above all, we want our children to give their very best and to be proud of their achievements. Across both schools, a common approach has been adopted to teach the children the necessary skills to become confident, independent and resilient learners. The children are taught to recognise the skills and abilities that help them learn through the concept of Learning Powers. Each power is assigned to a particular superhero, and the children are taught to consider which particular learning power will be useful to them when completing different learning tasks. This approach is supported by targeted and consistent questioning so that the children understand how to deconstruct their learning and really explain their thinking for every step of the learning process. The four superheroes are shown below, along with some question prompts which detail the type of questions that teachers will use to support learning. The learning powers are introduced to the children in Nursery and are a consistent feature of classroom practice through to year 6. By adopting this approach, we aim to equip our children with the skills and attributes necessary to support a lifelong love of learning.




**Supergirl SG**

**I can specialise**  
by looking at a small group of numbers or simple facts. What might be true?

**I can generalise**  
by saying if the rule will apply to all situations.

**I will make links**, thinking if my learning can be applied to different situations.

**I will be logical** and work carefully in a step by step way.



**Organising OC**

**I can organise**  
my work and begin to sort out what might be useful.

**I can classify**  
by making links to other learning.

**I will plan** what I need to do, what I might need and think about problems I might have.

**I will revise** my plans, depending what I find out and what happens.

**I will distil** my learning, thinking about the key things I have learnt and when I could use them again.

**I will know myself** as a learner, thinking how best to approach the learning.



**Captain CC**

**I can make a conjecture**  
– make a suggestion at what will happen, think out loud, and challenge.


**I can convince**  
– explain why, give examples and prove something is true.

**I will collaborate** with others, recognising and respecting other viewpoints.

**I will listen** to others, and try to put myself in their shoes.

**I will share** my thoughts and discuss my ideas.

**I will use** other people's ideas to help my understanding.



**Incredible IE**

**I can imagine**  
by thinking what could be. I can see big ideas in my head.

**I can express**  
my ideas with pictures, actions, words and symbols

**I will imagine** different answers and situations and say "What if...?"

**I will take advantage** of all the ideas and resources available to me.

**I will question** and be curious.

## Implementation – how we achieve our aims

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At the heart of our curriculum are the core subjects of English, Mathematics & Science.

We also truly value our wider curriculum, covering all other National Curriculum subjects. This wider curriculum is organised into discrete subject specific work taught as ‘stand-alone’ units of learning and also ‘cross-curricular’ learning where meaningful links can be made with other subjects that help secure prior learning or develop learning further.

All subjects have a clearly defined vocabulary progression from Early Years to Year 6, that is taught explicitly, to support children’s understanding of the world around them.

All ‘units’ of learning will have an entry based ‘hook’ to excite and engage the children and a ‘purpose’ for study so that learning is meaningful and relevant for them.

Where possible, learning will be supported and enriched by field study, visits, workshops, role-play and drama and practical resources.

Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children’s learning builds effectively over time to ensure children are ready to meet the expectations of secondary school.

Our teaching practice will be rooted in evidence- based research. Teachers will be self-reflective and will enhance their teaching skills and strategies to help raise standards across the full breadth of the curriculum. See our separate curriculum documents and progression maps for the details of our curriculum in Nursery, Reception, and KS1 and KS2. Teachers in all year groups understand the learning that has taken place before and the planned learning for the future. See appendix 1 for our approach to Pedagogy.

## Impact for our children

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From their different starting points, all children will make good progress academically, emotionally, creatively, socially and physically.

Knowledge, understanding and skills will be secured and embedded so that children attain highly and are fully prepared for secondary school.

They will have strong communication skills, both written and verbal, and will listen respectfully and with acceptance of the views of others.

They will take pride in all that they do, always striving to do their best.

They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.

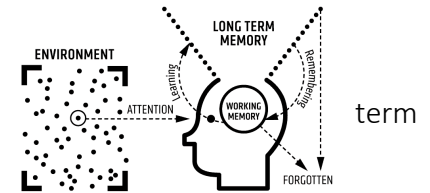
They will develop a sense of self-awareness and become confident in their own abilities.

They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

# Appendix 1

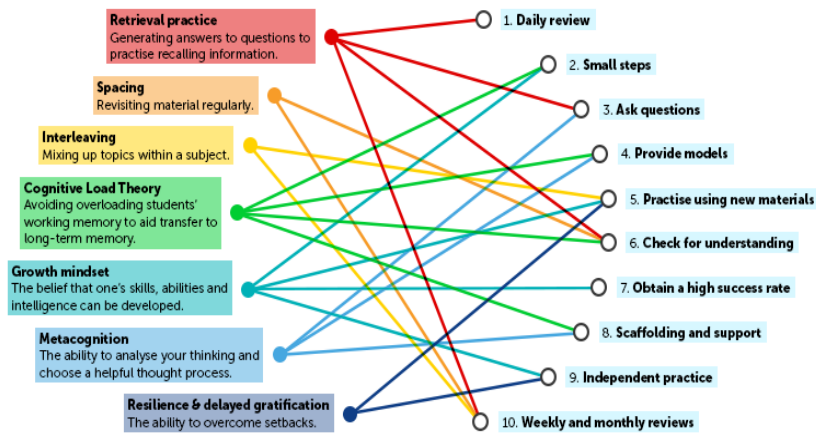
## Pedagogy

At the Federation of Fairfield and Colneis we understand that learning takes place when there has been a change in long term memory. Teachers understand Cognitive Load Theory and the limitations of working memory. To provide a teaching environment where the desired learning can consistently be assimilated in long term memory, teacher's practice is informed by Rosenshine's Principles of Instruction and an understanding of the cognitive science that underpins them.



### COGNITIVE SCIENCE

### PRINCIPLES OF INSTRUCTION



- DAILY REVIEW**: Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.
- NEW MATERIAL IN SMALL STEPS**: Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.
- ASK QUESTIONS**: The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.
- PROVIDE MODELS**: Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.
- GUIDE STUDENT PRACTICE**: Students need additional time to rephrase, elaborate and summarize new material in order to store it in their long-term memory. More successful teachers build in more time for this.
- CHECK STUDENT UNDERSTANDING**: Less successful teachers merely ask "Are there any questions?" No questions are asked to mean no problems. False. By contrast, more successful teachers check on all students.
- OBTAIN HIGH SUCCESS RATE**: A success rate of around 80% has been found to be optimal, allowing students are learning and also being challenged. Better teachers taught in small steps followed by practice.
- SCAFFOLDS FOR DIFFICULT TASKS**: Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.
- INDEPENDENT PRACTICE**: Independent practice produces "over-learning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.
- WEEKLY & MONTHLY REVIEWS**: The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Expert teachers at our Federation will routinely employ these principles to ensure that the learning environment optimises the likelihood of changes in long term memory.