

Fairisle Infant and Nursery School



Curriculum and Learning Policy

'We have the right to be safe.' Article 19

'We have the right to learn.' Article 28

'We have the right to be the best we can be.' Article 29



Contents:

1. Curriculum Aims
2. Legislation and Guidance
3. Roles and Responsibilities
4. Organisation and planning
5. Inclusion
6. Monitoring arrangements
7. Links with other policies

Curriculum Intent

At Fairisle Infant and Nursery School, we value every child as an individual and agree with the United Nations that 'Every child has the right to an education.' Article 28. United Nations Conventions on the rights of the Child. Our curriculum aims to motivate and engage children, promoting the spiritual, moral, social, cultural, mental and physical development of pupils. Communication, literacy and mathematics have a high priority; however we recognise the importance of foundation subjects in providing a broad and balanced curriculum. Ofsted also noted this in their report January 2025 *"The school has a clear and appropriate curriculum in all subjects. Recent curriculum reviews have ensured there is a sequenced learning journey in every subject."*

We offer children a skills-based curriculum taught through topic themes, providing children with opportunities to link their learning as they secure core knowledge. Basic life skills such as reading and communicating are interwoven in all subjects, allowing pupils as much opportunity as possible to hone their skills. We use a range of teaching strategies to ensure the curriculum provides many first-hand experiences, including educational visits, visitors such as artist and musicians and extra- curricular activities. Ofsted praised this in their report January 2025: *"Pupils benefit from a wealth of well-considered additional opportunities. The school makes the most of cultural experiences in Southampton through visits to museums and engagement with local services."*

Here at Fairisle our vision is 'Expect Success', this means we have high expectations of both our pupils and staff. Our aim is to provide our pupils with the tools they need to become educated citizens who tolerate, respect and have positive attitudes towards their own and others education. We are a Rights Respecting School and aim to promote these values in every area of learning, linking articles to all of them. Rights Rhino and Respect Rex are key figures in the everyday lives of our pupils, and their principles weave through all areas of the curriculum.

Year 1 and Year 2 follow the National Curriculum National Curriculum.

Year N and Year R follow the Early Year Foundation Stage Curriculum Statutory Framework

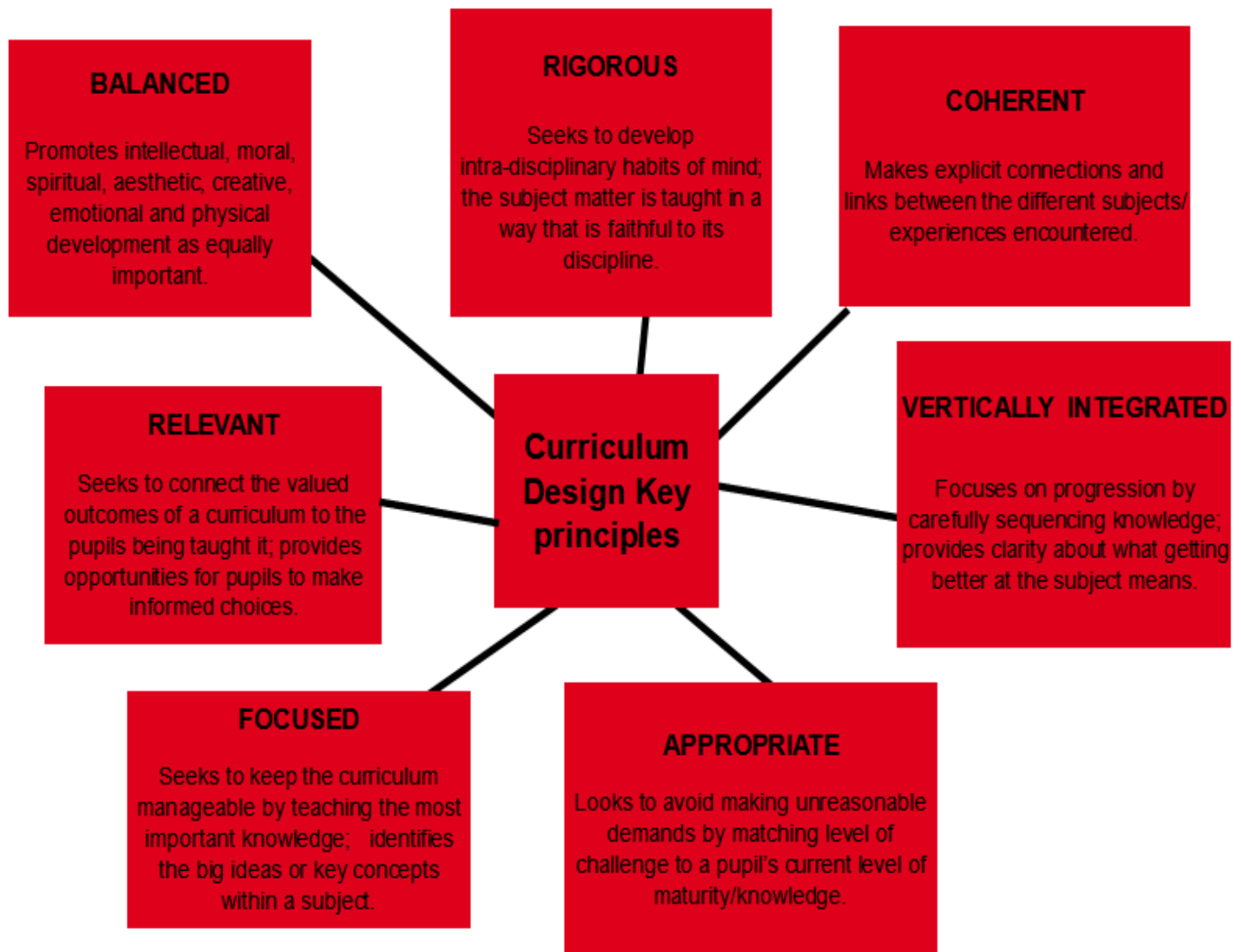
All years follow Living Difference IV for Religious Education.

7 key principles of curriculum design that we follow at FINS:

Based on Wiliam, D. (2013) *Principled Curriculum Design*. SSAT (The Schools Network) Ltd

Reviewed: November 2025

Next review: November 2027



1. Aims

Reviewed: November 2025

Next review: November 2027

At Fairisle Infant and Nursery School our aims are to:

- provide a broad and balanced curriculum for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- develop a sense of respect for themselves, others and their rights especially to be safe, to learn, to be the best they can be.
- inspire interest, enjoyment, motivation and commitment to learning
- promote pupils' spiritual, moral, social and cultural development
- develop pupils' knowledge, concepts and skills, including independence, resilience and growth mindset, allowing them to thrive and preparing them for higher education
- support pupil's physical development and responsibility for their own health, and enable them to be active
- ensure that there are equal opportunities for **all** pupils
- have high expectations for all pupils
- equip pupils with the knowledge and cultural capital they need to succeed in life.

2. Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to the curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and Responsibilities

3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets
- sufficient teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- appropriate provision is made for pupils with different abilities, including children with special educational needs
- it fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- the school implements the relevant statutory assessment arrangements
- it participates actively in the decision-making about the breadth and balance of the curriculum.

3.2 The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of pupils will be met
- the amount of time provided for teaching the required elements of the curriculum is appropriate and reviewed by the governing body
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- they manage requests to withdraw children from curriculum subjects, where appropriate
- the school's procedures for assessment meet all legal requirements
- the governing board is advised on whole-school targets in order to make informed decisions
- appropriate provision is in place for pupils with different abilities and needs, including SEN.

3.3 Curriculum Leader

The Curriculum Leader will...

- develop and regularly review the vision, aims and purpose for the curriculum
- maintain the curriculum over time, amending it as required
- update and amend expectation document for staff so they are aware of how subjects are taught at Fairisle and the expectations
- liaise with other teachers, subject leaders and senior leaders in the process of developing and implementing the curriculum
- make sure that the curriculum:

- is well planned, sequenced and relevant
- meets the needs of all pupils
- reflects the requirements of the National Curriculum
- is implemented effectively and consistently across the school
- establish and manage an appropriate system for assessing progress to ensure the curriculum has a positive impact on pupils' learning
- keep up to date with national and international developments that may affect the curriculum
- contribute to the school's self-evaluation on the effectiveness of the curriculum, its intent, implementation and impact
- provide support to staff regarding teaching and learning, resources, and planning in the curriculum
- monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the curriculum is being implemented and how well it is delivered across the school
- provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the curriculum
- present to staff, senior leaders, governors and parents (if required) on the curriculum
- coach and model team teaching
- provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils

3.4 SENDCo

The SENDCo will support staff in:

- identifying pupils with SEN, and working with class teachers to co-ordinate provision that meets those needs
- Identifying pupils who may need to be assessed using the Engagement Model, rather than the National Curriculum
- monitoring the effectiveness of any SEND provision for pupils
- making sure the school keeps up-to-date records of all pupils with SEND
- liaising with the relevant designated teacher where a looked-after pupil has SEND
- securing relevant services (e.g., provided by the local authority (LA)) for pupils with SEND
- promoting the inclusion of pupils with SEND within the school (e.g., in terms of access to the curriculum, extra-curricular activities etc.)

3.5 Teachers

- Teachers will ensure that the school curriculum is implemented in accordance with this policy, especially in terms of appropriate provision for **all** pupils and alongside the key aims of be safe, learn and be the best you can be.

4. Organisation and planning

Teachers will:

- have good subject knowledge and plan for the progression of skills within the curriculum subjects ensure retrieval practice is used in part of every lesson to link back to previous skills
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- follow the school's policies (*behaviour, monitoring and evaluation, assessment, curriculum*) and draw on the knowledge and expertise of the subject leaders and other colleagues as required
- establish what learners already know at the start of a topic and make effective use of assessment for learning
- match tasks to ability and needs and actively engage the pupils, thinking creatively and inclusively
- make good use of curriculum planning and assessment information to plan well paced lessons which are engaging, motivating and challenging. This is to include 'hooks' to draw the children into the learning and ignite their creativity,
- ensure that links are made with subjects where appropriate; implement the application of core skills (English and Mathematics) across the curriculum
- plan effectively for support staff or any other adults to maximise the pupils' learning including organising the classroom effectively to promote independence
- make full and creative use of the range of learning opportunities available within and beyond the classroom, including ICT and outdoor learning opportunities
- refer to the core rights of being safe, learning and being the best, they can be and include children's rights in planning where appropriate
- provide half termly homework that is linked to current curriculum planning and that children have the opportunity to 'show off' their creative skills.
- plan collaboratively to ensure knowledge and skills are secure
- use a combination of the following teaching strategies according to the purpose of the lessons:
 - whole class teaching
 - collaborative group teaching
 - individual teaching
 - cut-away group
- use a wide range of teaching and learning strategies including:
 - observing and listening
 - open-ended questions which will elicit a fuller response and prompt further enquiry and deeper learning
 - explaining
 - instructing
 - demonstrating and modelling;
 - exploring and investigating;
 - praising pupils, offering high quality constructive feedback on their work
 - reviewing

Assessment

There are two main **purposes** of assessment:

1. Assessment *of* learning (summative assessment)
2. Assessment *for* learning (formative assessment)

AoL is any assessment which **summarises** where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement)

AfL is any assessment activity which **informs** the next steps in learning.

Teachers will:

- continuously reflect upon and evaluate their own practice to improve pupils' outcomes
- give continuous feedback to pupils about their progress and achievements and set next steps for learning; thereby involving them in assessing and evaluating their learning (see also Marking policy)
- use all available assessment data effectively to inform subsequent planning and practice to ensure rapid progress
- actively involve support staff in the assessment of pupils' learning; including marking
- enable pupils in Y2 (and able Y1 pupils) to make simple additions, revisions and proof-reading corrections to their own writing
- provide opportunities for peer assessment
- Pupils use individual target cards within a lesson

(See also Assessment policy).

“Memorable Experiences = Memorable Learning”

Characteristics of high-quality learning

Pupils:

- expect and achieve success in learning
- are making at least good or better progress in lessons and over time
- are engaged, motivated and appropriately challenged
- have a commitment to learning
- learn in an interesting and stimulating environment and have access to high quality resources
- feel secure, supported and valued
- apply their learning in new contexts and across the curriculum
- know and understand their targets and next steps in learning
- ask relevant questions, share ideas, plan, evaluate and reflect on their learning
- are well prepared for the next phase in their education
- co-operate and relate well to peers and adults
- take pride in their own work and achievements and show independence
- are provided with opportunities to promote their spiritual, moral, social and cultural development
- will respect their right to learn and be the best they can be
- know that learning can continue outside the classroom, e.g., clubs, home learning and visits.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- monitoring visits
- meetings with subject leaders
- presentations at Governor meetings by subject leaders
- the School Improvement Plan
- the School Evaluation Plan
- headteachers half termly report
- discussions with SLT

Subject Leaders monitor the way their subject is taught throughout the school by:

- curriculum action plan
- monitoring planning
- pupil conferencing
- book looks
- resources
- subject leader data analysis
- professional development meetings
- learning walks

This policy will be reviewed every 2 years by the Curriculum Leader. At every review, the policy will be shared with the full governing body.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information reports
- Equality information
- Marking policy
- Monitoring and evaluation policy
- Subject leader handbook.