The Federation of Fairfield and Colneis

Curriculum Intent, Impact and Implementation

Intent-our vision for our curriculum

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.

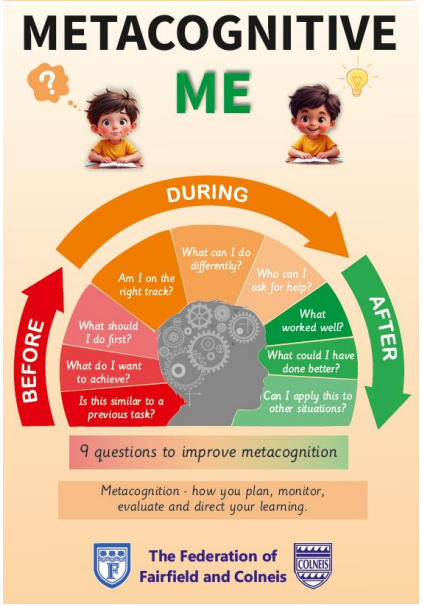


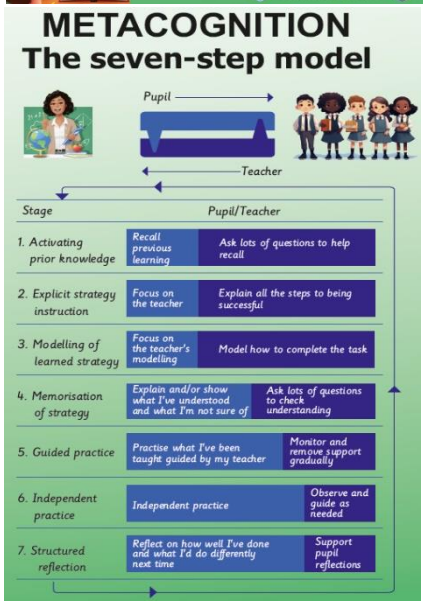
SCHOOL CHARTER:

- 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 (though adapted for EYFS/KS1 and KS2) has been adopted to teach the children the necessary skills to become confident, independent and resilient learners. Embedding metacognition into our curriculum empowers pupils to become more independent, reflective learners. When children are explicitly taught how to think about their thinking—planning, monitoring, and evaluating their approach to tasks—they begin to take greater ownership of their learning. This enhances not only academic outcomes but also resilience, self-regulation, and a growth mindset.

To maximise the impact of metacognitive approaches, it is essential that children experience consistency in teaching practices across classrooms. A shared pedagogical language and common expectations help pupils to transfer strategies between subjects and year groups. At the heart of our whole-school approach is a core set of six Walkthrus—evidence-informed teaching techniques that staff use to plan, deliver, and reflect on lessons. These Walkthrus serve as a professional anchor, supporting instructional coherence and reinforcing routines that build cognitive clarity for pupils.

By aligning metacognitive development with high-quality, consistent teaching supported by the Walkthrus framework, we create an environment where all children are equipped not just to learn, but to understand how they learn—and how to improve. By adopting this approach, we aim to equip our children with the skills and attributes necessary to support a lifelong love of learning.



Implementation – how we achieve our aims

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

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.