



Curriculum Policy

Formally adopted by the Governing Board of:-	Fairstead Community Primary and Nursery School
On:-	September 2024
Date of next review:-	September 2025

1. Curriculum Aims

At Fairstead Community Primary and Nursery School, we believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. We believe that it is vital that our children are equipped with the tools needed to become independent learners, both inside and outside of the classroom. All children should expect to receive an education that enables them to achieve the best possible outcomes, become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood.

Principles

A broad and balanced curriculum is not just the timetabled subjects; it is every child's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health. The curriculum also includes experiences of 'cultural capital', which can be described as children being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and British values such as knowledge of democracy and the rule of law. We believe that all children, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

The breadth of our curriculum is designed with three goals in mind:

1. To give children appropriate experiences to develop as confident, aspirational citizens
2. To provide links with our local and wider community to make learning relevant and purposeful
3. To provide a coherent and structured curriculum that blends skills and knowledge

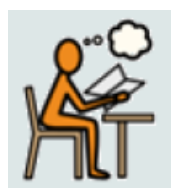
The breadth of our curriculum is designed to provide rich cultural capital, to enable our pupils to have confidence and independence, ready for their next stages in learning. We are also a school at the heart of our community, and we feel it is important for our children to have a developed sense of their locality and be proud to be part of it.

We aim to provide a stimulating, creative curriculum within a positive learning environment, based on mutual respect and trust.

Our four core values shape the curriculum, bring about the aims and values of the school and respond to the needs of our community:

These curriculum aims are underpinned by our values:

Being a Learner



Being Safe



Being Responsible



Being Respectful



We have planned opportunities to teach these values in our curriculum, such as in Geography, the children are taught about responsibility in units covering pollution, how habitats can be damaged by humans and how our local coast is affected by weathering. Children are taught to stay safe, for example in our Science and RSE/PSHE curriculums, and we encourage visits e.g. by our local police and fire service. Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working. We value the importance of diversity and respect, so our curriculum and pedagogy promotes cooperation and represents diverse voices.

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 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 of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher/Curriculum Lead/SLT to account for its implementation.

The governing body will also ensure that:

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

Headteacher and Curriculum Lead

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

Subject Leads and school staff

Over seen by the Curriculum lead, subject leads and school staff will:

- cater for the needs of individual children from all ethnic and social groups, including the most able and those who are experiencing learning and/or physical difficulties;
- **implement** a curriculum that will facilitate children's acquisition of knowledge, skills and qualities which will help them to develop spiritually, intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- create and maintain an exciting and stimulating learning environment;
- impart knowledge accurately and with enthusiasm;
- use the Fairstead Teaching and Learning principles, Kagan co-operative learning strategies and dual coding to support their teaching
- take into account prior knowledge and experiences and to build upon this in a systematic way;
- ensure that each child's education has continuity and progression;
- have an expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- make appropriate use of teacher questioning, modelling and explaining;
- ensure that there is a match between the child and the tasks he/she is asked to perform;
- regularly use of encouragement and praise to motivate children;
- ensure the provision of an **impactful** curriculum that will enable all children to leave school with a broad and balanced subject knowledge and a better understanding of the world around them;
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;

Please also refer to our Subject Lead policy and Teaching and Learning Principles

4. Organisation and Planning

Our curriculum is based on research, with three main principles underpinning it:



Learning is social

Children learn best when doing so with others. Lessons encourage interaction and collaboration.



Learning is associative

Children are encouraged to look for links and build on their prior knowledge.



Learning leads to a change in long term memory

Learning results in a change in long term memory and therefore cannot be assessed in the short term.

Structure-EYFS

Our curriculum is based on the requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS). The Early Years Foundation Stage is based on 4 core principles;

The four core principles of the EYFS are:

- A Unique Child – recognises that every child is unique and can be resilient, capable, confident and self-assured.
- Positive Relationships – describes how children learn to be strong and independent.
- Enabling Environments – describes how children learn in environments which respond to their individual needs and there is a strong bond between practitioners and parents and carers.
- Learning and Development – recognises that children learn and develop in different ways.

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Fairstead Community Primary School children join us part-time at the age of 3 (nursery) and transfer to the reception class at the beginning of the school year prior to their fifth birthday.

Through play in a secure environment with effective adult support and high-quality interactions, children will focus on the following areas of learning.

Prime areas:

- Communication and language
- Physical development
- Personal, Social and Emotional development

The prime areas are seen as vital for igniting curiosity and enthusiasm for learning and for building children's ability to learn and form relationships.

Specific areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive art and design

Characteristics of effective learning:

We ensure that our environment and delivery of the curriculum incorporates the 3 characteristics of effective teaching and learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

All children within the Early Years have access to daily continuous provision using the indoor and outdoor environment and have challenges set to support their independent learning. Classrooms are organised to ensure that ALL learners can access learning areas independently with visuals to support them in selecting high quality resources.

All children across EYFS stage are given the opportunity to engage with Forest School sessions and other enrichment activities linked to topics.

Progression is monitored throughout the year through daily observation of children's independent learning. Summative assessments are completed at the end of each term and specific children are identified. Phonics assessments are undertaken each half term and groups amended accordingly. At the end of the reception year children are assessed using the EYFS statutory profile and data is shared to successfully support their transition into Year One.

Please see our EYFS Policy for more information on how our EYFS curriculum is delivered.

Transition from EYFS to KS1

It is our aim in KS1 to build on EYFS' high-quality provision into KS1 by enhancing our KS1 curriculum by incorporating the fundamental core skills of Characteristics of Effective Learning

(CoEL) and develop an enabling environment that builds on the EYFS and reflects the demands of the KS1 curriculum.

To define an 'enabling' KS1 learning environment, we want to create a calm, empowering and supportive spaces, whilst providing the rigor and stimulation children need to develop through;

- **Directed activities:** Curriculum taught through focused teaching with the class, groups and individuals, with children working alongside an adult or independently.
- **Enhanced Provisions:** Curriculum through additional resources, artefacts, tools and equipment, visits and visitors.
- **Continuous provision:** Curriculum through well resources high quality indoor and outdoor learning environments.

Classrooms and resources will be organised to further support the curriculum for example the small world area animals would be grouped by type – mammals, reptiles, birds, fish and amphibians – meeting one of the science objectives. Provision can be planned so that subject- specific knowledge and skills can be taught and learned through children's self-chosen activity, rather than an adult-led session.

Areas of curriculum and provision to develop classrooms

- Enquiry (science/geography/history)
- Construction
- Engineering
- Maths number & shape/measure
- Independent writing area
- Block area
- Small world
- Art & Design area (shared area and display area)
- Workshop

Developmentally appropriate provision is developed, adapted and progressed across the year.

"Developmentally there is very little difference between a Reception child and a Year 1 child. Key changes come around the age of 7." Julie Fisher, *Moving onto Key Stage 1*

Structure- KS1 And 2

English

At Fairstead we have been working towards transitioning our English Writing curriculum towards a whole-text approach that more supports the teaching and learning of grammar, punctuation and spelling (GPS) and gives children more frequent exposure to different text types. We use The Literacy Tree scheme to support English teaching through KS1 and 2, with EYFS using the Drawing Club methodology. Our English lessons develop childrens' spoken language, reading, writing and vocabulary. We teach our children to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our children are encouraged to read for pleasure and to read widely.

The systematic teaching of phonics has a high priority throughout EYFS and Key Stage 1. We use the synthetic phonics programme 'Read Write Inc.' Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. All children in EYFS and KS1 have daily 'Read, Write Inc.' sessions in small ability groups where they participate in speaking, listening, spelling, reading and writing activities that are matched to their current needs. Children working on the Read Write Inc. programme take home a 'book bag book' matched directly to their current phonics level; they are also encouraged to choose an additional book to share with their family at home. They are also encouraged to choose an additional book to share with their family at home.

Through KS2 children have access to a range of levelled reading books to support reading at home – children take a 'Star Reading Assessment' each term which gives them a Zone of Proximal Development (ZPD) and from this they can select a book that matches their reading age and level. All children at Fairstead are encouraged to also choose free choice (Reading for Pleasure) books from the school library to widen their reading experiences and interests.

Maths

Maths forms an important part of daily life at our school. It is taught as a discrete subject, but links are made within other curriculum subjects such as Science. We use White Rose Maths to provide a consistent, challenging and engaging whole school approach to Maths teaching and learning, which builds on prior attainment to support new learning and the development of skills. We use a CPA (concrete, pictorial, abstract) approach to support children's conceptual understanding. We aim to equip children with a growth mind set to tackle mathematical problems. We focus on mathematical language enabling children to verbalise their ideas and reason with increasingly complex concepts. Classroom environment include working walls and the provision of concrete resources, to support children in their independent practice.

Please refer to our Maths Curriculum Map 2024-25.

Science and Foundation Subjects

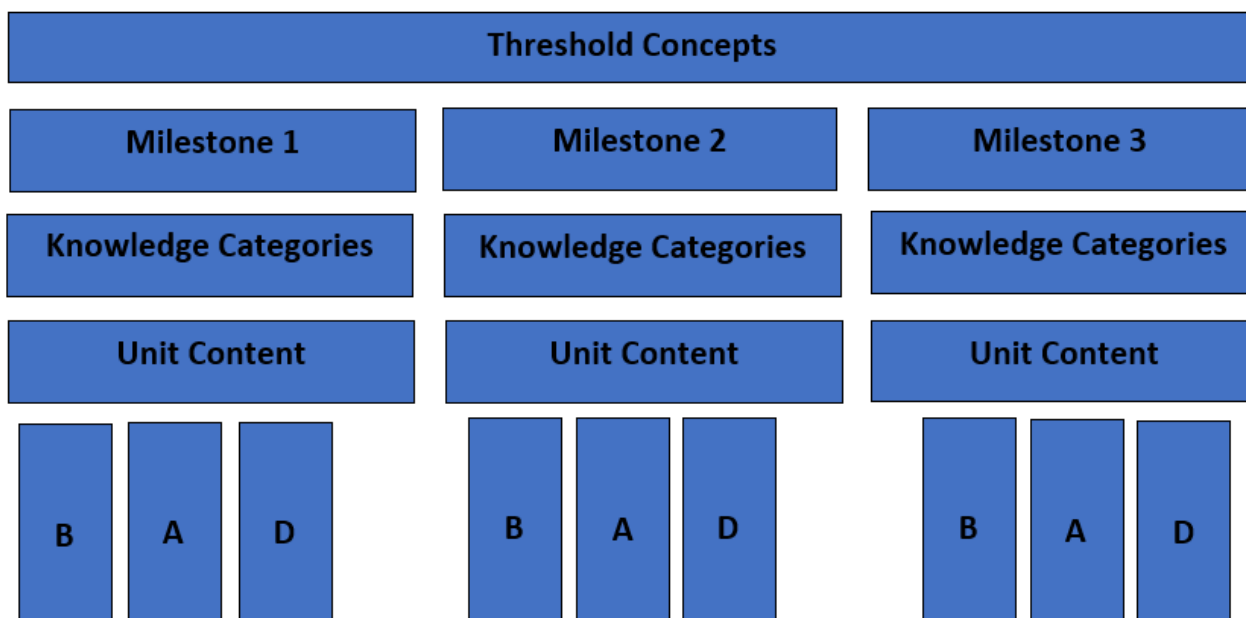
At Keystage 1 and 2 we have a spiral curriculum model based on National Curriculum subject expectations. In order to ensure all children make connections in their learning, our curriculum across Keystage 1 and 2 distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, children will return to the same concepts over and over and gradually build an understanding of them.

Our coherently planned academic curriculum, underpinned by our four core values, sets out:

1. A clear list of the breadth of topics that will be covered
2. Progression within the unit content

3. Criteria for assessing understanding

The diagram below shows a model of our academic curriculum structure for the foundation subjects and Science:



1. The **curriculum breadth** for each year group ensures each teacher has clarity as to what to cover. It also provides key knowledge within subjects and has been carefully selected to ensure progression, relevance and purpose.
2. **Threshold Concepts** are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and permeate through all units.
3. **Milestones** describe subject specific, broad objectives and span two academic years e.g. Milestone 2 for Y3-4
4. **Knowledge categories** in each subject give children a way of expressing their understanding of the threshold concepts.
5. **Units** contain clear component knowledge that is linked to the milestones and summative assessments
6. **Assessment:** pupils first develop their **Basic (B)** understanding of the concepts and acquire new knowledge. They then progress to an **Advancing (A)** or **Deep (D)** understanding as they show they can apply the knowledge acquired in the Basic stage. In Foundation subjects, POP tasks (Proof of Progress) at the end of each taught unit enable children to demonstrate their learning.

Children in EYFS are assessed through their day-to-day activities and observations using Tapestry. In KS1 and 2 NTS tests are used to help aid teacher judgements in Reading and Maths. Pupil's work and voice are collected in pupil books or floor books (see appendix 1 Floor Book Expectations). Marking and verbal feedback are used to provide feedback and support daily.

How we determined the breadth of our curriculum

We determined the breadth of our curriculum by considering the specific needs of our school community and the cultural diversity within it, ensuring learning is relevant and purposeful. Our breadth includes the study of our locality and aspirational role models and it provides opportunities to extend the children's cultural capital. All subjects within the National Curriculum are included in our breadth with subjects taught discreetly, enabling children to believe they could become scientists, historians or geographers of the future. Our ambition is to provide our children with the best opportunities to become confident and aspirational citizens.

Links and Progression

Links are made within and across subjects and within and across year groups. These links help children make connections between their prior learning and their new learning. The more links children make the easier it is for them to 'remember' new knowledge.

Teaching and learning focuses on the threshold concepts, the key disciplinary aspects of each subject, and these are repeated many times within and across year groups. The milestone statements guarantee teaching for progression (knowledge and skills) across year groups.

Science

Science will be taught as a weekly lesson but will be linked to our other subject areas where appropriate. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. Key scientific terminology will be built on throughout each unit in each year group. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. Visits and visitors will enhance the delivery of our science curriculum where appropriate. We use Kapow resources to support the teaching of Science.

Please refer to our Science Curriculum Map 2024-25.

Art and Design

Art has an important place in our curriculum and is taught as a discrete subject on our timetable. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced a wide variety of other artists and their styles. We use the Access Art planning and resources to support the teaching of Art and Design. In the Summer Term, we celebrate the children's work by inviting parents and governors to our annual Art Exhibition.

Please refer to our Art and Design Curriculum Map 2024-25.

Design and Technology

Design and Technology is taught as a discrete subject in our timetable. Our DT lessons encourage the designing and making of products to solve real and relevant problems. Our children learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. We teach the principles of nutrition and our children learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown and how to prepare it hygienically.

Please refer to our Design and Technology Curriculum Map 2024-25.

Computing

Computing is taught through discrete weekly lessons using the Teach Computing planning and resources to support teaching. Our approach is to also integrate Computing across the curriculum: the use of laptops, tablets and iPads are very much part of our learning tools. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. Coding is taught at a basic level from Reception into KS1, using beebots and moving on to Scratch Jr. This progresses throughout the school where the children will use software and hardware such as Scratch and Crumble by the end of Year 6. Children are taught to use technology safely and identify where to go for help and support when they have concerns.

Please refer to our Computing Curriculum Map 2024-25 and online safety policy.

History

History is taught discreetly on the timetable. Our History curriculum aims to help children develop a coherent understanding of the history of Britain and the wider world. We want our children to recognise how our country has been shaped by the past and how significant individuals and events have influenced our lives today. By studying history, children will learn about people and societies and begin to think critically about conflicts and change, considering both sides, before forming their own opinions. Our curriculum is relevant to the children in our school. We make links with our local area wherever possible so that children develop knowledge, building on their own personal experiences.

Please refer to our History Curriculum Map 2024-25.

Geography

Geography is taught discreetly on the timetable. Our curriculum aims to inspire inquisitiveness about the world that will remain with children throughout their lives. Our curriculum in Geography

teaches about the world and the local area. We aim to encourage our children to be responsible citizens by providing them with the knowledge and skills they need to understand and respect the environment. Our curriculum is relevant to the children in our school. We make links with our local area wherever possible so that children develop knowledge, building on their own personal experiences.

Please refer to our Geography Curriculum Map 2024-25.

Modern Foreign Languages

Spanish is taught in Years 3 to 6. We make use of Kapow scheme of work and resources to support our teaching of Spanish. This aims to provide children with a firm foundation of language learning. Lessons have been carefully planned and sequenced, identifying when to teach the three building blocks of a language system:

- Phonics
- Vocabulary
- Grammar

Children connect these building blocks of knowledge to create meaning in a variety of contexts, allowing them to develop their skills in the following strands:

- Language comprehension: listening and reading
- Language production: speaking and writing

Repetition and practice are essential in learning a new language. We will have discreet lessons on the timetable, but we can also integrate the foreign language into the everyday routine such as greetings, dates and classroom labels.

Please refer to our Spanish Curriculum Map 2024-25.

Music

We use the Charanga scheme of work to support the teaching of Music. In their weekly music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies also provide an opportunity to practise singing. Children are taught to play tuned instruments such as glockenspiels. They listen to and appraise a wide range of music. We encourage outside visitors such as Classical Music Rocks and local visits to musical events.

Please refer to our Music Curriculum Map 2024-25.

Physical Education (PE)

PE is taught twice a week using both the indoor and outdoor facilities. We use the Get Set 4 PE scheme of work and resources to support the teaching of PE through the school. Children are given clear learning goals and expectations with a focus on development of skills before applying these skills in small sided games and competitions. Children are encouraged to work collaboratively with their peers developing communication and teamwork in a range of activities. To support staff CPD, a specialist coach works with one year group each half term, alongside the class teacher. Children in Y5 and 6 are taught swimming at the local swimming pool. Our children in Year 5 have received Sports Leaders training. We work in partnership with Premier Sports to run a range of sports after school clubs such as multi sports and tri golf. Our children have opportunities throughout the year to participate in sports tournaments and festivals in partnership with the SSP Town Cluster Sports events.

Please refer to our PE Curriculum Map 2024-25.

PSHE and RSE

PSHE (which includes personal, social, health, citizenship and economic education) is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process.

All our year groups have timetabled PSHE time, but we encourage a holistic approach to the development of PSHE skills and understanding through assemblies, 'Ask It' baskets and the needs of individual classes.

RSE (Relationship and Sex Education) lessons will be taught through the year. Our PSHE/RSE Curriculum Map shows what we plan to cover in each year group and is available on our school website. Our RSE Policy gives more information on which sessions parents can choose to opt their children out of.

Teachers use resources from the Educator Solutions RSE Curriculum and Kapow to support their lesson planning.

Please refer to our PSHE/RSE Curriculum Map 2024-25 and RSE policy.

Religious Education

Through asking questions and exploring beliefs, we aim to enable children to be mutually respectful and tolerant in a world with many different world views and beliefs. We want children to grow into adults who have the knowledge and confidence to make their own informed decisions. RE plays a key role in developing an understanding and appreciation of the wide range of cultural influences that have shaped our own heritage and that of others. Using the Norfolk Agreed Syllabus 2019, our children will learn about the main world religions and also non-religious world views through theological, philosophical and human/social science lenses. RE is taught through a weekly discrete lesson. Links are also made through assemblies, aspects of other curriculum subjects and through festivals and celebrations.

Please refer to our RE Curriculum Map 2024-25.

Planning and Timetabling

Long-term plans specify the content to be taught across each year group. Medium-term plans provide the detail for each year group and a clear end point. Within weekly short term planning, teachers identify how they will use Kagan Cooperative Learning Structures and apply Fairstead's teaching and learning principles for effective practise in the classroom.

- Ratio
- Challenge
- Open to learning
- Practise
- Feedback
- Modelling and unpicking

Where possible we make links to our local community and use our locality to provide enrichment and outside learning opportunities through Forest Schools, educational trips and visitors to school for pupils.

Based on research, we structure our timetables to support retrieval, while not overloading working memory, based on the following principles;

- Learning is most effective with spaced repetition.
- Interleaving of subjects e.g. Geography and History helps children discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Keystage 2 timetables run on a fortnightly basis, showing which subjects are taught daily, weekly and fortnightly.

Curriculum organisation and timetabling enable learners to have opportunities for constant recapping of knowledge and skills with well-spaced reviews (Interleaving and addressing the forgetting curve).

Learning environment

Organisation of the classroom/learning environment is adapted to the children's learning needs;

- The use of learning resources and ICT is developed to allow children to work independently and successfully;
- Effective use of other spaces is made
- Displays are used to celebrate children's work, supportive learning (Learning Walls) and the knowledge the pupils have gained.

Resourcing

Subject leads are responsible for developing resourcing in their subject area, including texts to support children's interests and subject knowledge. Resources need to be labelled, easily accessible and held in centralized areas around the school. Ordering resources needs to be completed on the school's agreed format.

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 SEND policy and information report, pupil premium strategy statement, and intervention policy.

6. Monitoring arrangements

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

- school monitoring visits e.g. meeting with subject leads, DSLs, inclusion lead, statutory assessment monitoring
- meetings with children such as the school council, etc.
- attendance at school events such as the art exhibition, sports day and also staff CPD sessions

SLT, the curriculum lead and subject leads will monitor the way subject are taught throughout the school by conducting:

- book looks or pupil book study model
- learning walks
- pupil discussions
- observations
- data analysis
- moderation
- staff and pupil surveys

Curriculum leads also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the curriculum lead. At every review, the policy will be shared with the full governing body.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- SEND policy and information report
- RSE policy
- Online safety policy
- Safeguarding and Child Protection policy
- Pupil premium strategy
- Relationships and Behaviour policy

- Marking and feedback policy
- Educational visits policy

Fairstead Community Primary and Nursery School Curriculum Floor Book Expectations 2024-25



What are floor books?

Floor books are a shared book with a group or class of children. They document a group learning journey and work to encourage the voices of the children. Teachers can use range of questions to develop and document children's knowledge and thinking skills.

These books are co-created by the children and the teacher. Every child is encouraged to contribute their thoughts, ideas and observations.



What is the purpose of them?

- They capture the voice of the child.
- Floor books enable a specific interest to be developed at a deeper level.
- Helps to develop children's higher order thinking skills.
- Enables teachers to build on what children already know.
- Develop children's problem solving skills.
- Extend ideas and shared thinking.
- Children can revisit their work.
- Children have ownership of their work.
- Children are learning for a purpose.
- Increase children's self-esteem, motivation and independence.
- Children feel valued and part of a community.
- Documentation to share the journey with parents and visitors.

What needs to be included?

- Consider floor books as a record of pupils' work.
- Include the lesson sequence e.g. the medium term plan
- **Ensure that all pupils' work is represented.** You could keep the whole class' work inside. This ensures that writing is taking place e.g. POP tasks
- Also, include the pupil's voice. Look for pupils to include vocabulary pupils have learned and evidence of substantive and disciplinary knowledge.
- Aim to fill three-floor books a year per class per subject.