



# Foundation Subjects Policy

Autumn 2019

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### The Foundation Subjects Curriculum

Rhodes Avenue Primary School teaches the statutory *National Curriculum's* programmes of study for all Foundation Subjects. The *National Curriculum* provides an outline of core knowledge and skills around which Rhodes Avenue staff will develop exciting and stimulating lessons.

Rhodes Avenue believes that the *National Curriculum* is just one element in the education of every child and will strive to provide broad teaching experiences that extend beyond its specifications.

Rhodes Avenue Primary School will offer a curriculum which:

- safeguards;
- is balanced and broadly based;
- promotes the spiritual, moral, cultural, moral and cultural (SMSC) development of its pupils;
- is underpinned by its values education programme of study including the teaching of fundamental British Core Values;
- adheres to the requirements for Acts of Collective Worship outlined in Section 70 of the *Schools Standards and Framework Act 1998*;
- teaches religious education at both Key Stages;
- prepares pupils for the opportunities, responsibilities and experiences of later life.

The subject content (programmes of study) for the following *Foundation Subjects\**:

- Art and design
- Citizenship
- Computing
- Design and Technology
- Geography
- History
- Languages (at Key Stage 2)
- Music
- Physical Education (PE), including swimming

are taught to all pupils in KS1 and KS2.

The school also provides Religious Education (RE), but parents can ask for their child to be taken out of the whole lesson or part of it.

We also teach:

- Spiritual, Moral, Social and Cultural Development (SMSC)
- Personal, Social and Health Education (PSHE)
- Relationship and Sex Education (RSE)
- Citizenship

- Outdoor Learning
- Languages (from Year 2)

*\*(The Core subjects - English, Mathematics and Science - are separate policies)*

### **Intent for our Foundation Subjects Curriculum**

- To create a flexible, creative foundation subject curriculum which also rigorously ensures coverage and progression in key skills.
- Flexible
- Our curriculum is creative and personalised
- Tailored to pupils' needs and interests
- Takes account of teachers' passions and areas of strength as well as current local/world events
- Allows for different learning and teaching styles
- Topics are flexible
- Rigorous
- There are non-negotiable skills to ensure coverage and progression
- Knowledge and Skills Maps ensure no duplication
- Fulfil and exceed National Curriculum requirements and expectations

An **ambitious** curriculum:

- Challenging for our articulate and engaged pupils
- Goes beyond National Curriculum expectations
- Promotes greater depth understanding, critical thinking and oracy skills

An **accessible** curriculum:

- A curriculum for all groups
- Accessible for whole school community

An **aware** curriculum:

- Outward-looking
- Celebrates our diverse community
- Promotes awareness of global issues

An **adaptive** curriculum:

- Evolves organically and because we drive it forward
- Not static – proactive and reactive in response to different pupils and changing needs
- CPD

### **Implementation of our Foundation Subjects**

- Knowledge and Skills taken from National Curriculum
- Each skill broken down and layered for each year group
- Knowledge and Skills ensure progression from year to year: each year builds on the last without unnecessary duplication
- Subject leaders/specialists developed and streamlined skills
- Greater depth skills encourage challenge for more able
- Teachers scaffold up where necessary to ensure almost all pupils can access main skills

- Topics
- Skills can be taught via different topics to allow for flexibility
- British history topics taught chronologically in KS2
- Topic drivers are history, geography or RE. Other subjects 'enhancers'
- Use of linked Core texts
- Monitoring and assessment
- Coverage monitored through skills ladders, plans and book looks
- Subjects assessed at end of the year- assessment linked to skills
- Assessment and marking to ensure teachers can pick up pupils not meeting expectations and put in appropriate provision to ensure progress in future
- Above and beyond
- Every teacher a leader
- Subject leaders champion subject and develop it beyond Knowledge and Skills Maps
- Specialist teaching
- Big Questions
- Whole school values

### **Pedagogy**

The Foundation Subjects are taught through half-termly cross-curricular topics. *History, Geography* and *Religious Education* units are the 'Topic Drivers' and each year group is allocated:

- 3 History topic drivers;
- 2 Geography topic drivers;
- 1 Religious Education topic driver.

within each academic year. These Foundation Subjects provide the basis for our topic driven curriculum.

Teachers personalise topics, where relevant, to make them relevant for their class and at the start of each topic, they will organise a stimulating 'launch' activity. Pupils will explore the connections to previous knowledge and skills learning throughout the topic learning sequence. Staff use core questions to facilitate pupil discussion, culminating in a Philosophy for Children (P4C) activity and at the conclusion of the topic pupils will review their learning, in particular which new knowledge and skills they have acquired or developed further.

### **Coverage**

The coverage for the academic year is mapped on each year's Curriculum Overview. The coverage of Foundation Subjects is tracked through the use of Knowledge and Skills Maps. Year groups highlight knowledge and skills from their year group's Knowledge and Skills Maps as they are covered. The Knowledge and Skills Maps also ensure progression of knowledge and skills between each Key Stage, from year group to year group, as well as including additional knowledge and skills for pupils working at a Greater Depth.

### **Attainment Targets**

By the end of each year and/or key stage, pupils are expected to know, apply and understand the knowledge and skills identified in the relevant foundation subject programmes of study. (Refer to Assessment Policy)

## **Impact of our Foundation Subjects Curriculum**

- A clear coherent curriculum
- Focused learning intentions taken from skills ensure lessons have a clear learning point
- Pupils have some ownership over learning- encourages engagement
- Flexible topics – interested pupils continue their learning outside of the classroom
- Promote transferable skills
- Clear assessment procedure to ensure teachers are aware of each pupil's needs

## **Communication**

Rhodes Avenue Primary School will publish *The National Curriculum* on its school website and year group pages will have the following documents for parents and carers to download:

- *Curriculum Overview* outlining what will be taught during the academic year;
- *Knowledge and Skills Maps* outlining the knowledge and skills pupils are expected to develop and apply;
- *Medium Term Planning*.

in order to provide parents with an understanding of what their child should be expected to know at Key Stage 1 and 2.

## **Links to other policies and documents**

- Subject Leader Vision Statements
- The National Curriculum;
- Foundation Subjects Knowledge and Skills Maps;
- Curriculum Overviews;
- Planning, Assessment and Marking Policy;
- Equalities Policy;
- Values Education Policy;
- Home Learning Policy;
- Relationships and Sex Education (RSE) Policy;
- Teaching and Learning Policy;
- English Policy;
- Mathematics Policy;
- Science Policy;
- EAL Policy;
- SEND Policy;
- EYFS Policy;
- Competitive Sport Policy.

## **Equalities**

Rhodes Avenue will ensure that it complies with its duties under the *Equality Act 2010* and have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act.

## **Complaints**

Any complaints about the application or operation of this Policy will be dealt with in accordance with the School's Complaint's Policy which can be downloaded from the school's website or hard copies can be collected from the school office.

## **Procedures for policy monitoring and dissemination**

The policy statement will be reviewed according to the timings laid out in the *Schedule of Review of Curriculum Policies*. All members of staff and governors will receive a copy of this policy. Copies are available on the school website or on request.

## **Persons responsible:**

- Headteacher
- Deputy Headteacher
- Curriculum Leader
- Curriculum Committee