



## **Rhodes Avenue Foundation Subjects Curriculum Policy** **Spring 2024**

### **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 which Rhodes Avenue staff use to create our personalised curriculum through our Knowledge and Skills Maps (KSMs). These are then used to 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, social and cultural (SMSC) development of its pupils;
- is underpinned by its values education programme of study, including the teaching of 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\** are taught to all pupils in KS1 and KS2:

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

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.

In addition, Rhodes Avenue teaches:

- Personal, Social and Health Education (PSHE); Relationship and Sex Education (RSE) (through Ourselves and Others sessions)
- Outdoor Learning
- Languages from Year 2

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

## **INTENT for our Foundation Subjects Curriculum**

***To create a flexible, creative curriculum which also rigorously ensures coverage and progression in key skills.***

### ***The key aspects of our curriculum:***

- **Connection**
  - Knowledge and skills, topics and plans are carefully sequenced to allow and encourage pupils to make links within their learning.
  - Our curriculum is designed to include vertical connections (from year group to year group) as well as connections between different subjects within each year group.
- **Flexibility**
  - Our curriculum:
    - is creative and personalised
    - is tailored to pupils' needs and interests
    - takes account of teachers' passions and areas of strength as well as current local and world events
    - allows for different learning and teaching styles
  - Topics are flexible
- **Rigor**
  - There are non-negotiable skills to ensure coverage and progression
  - Skills ladders ensure no duplication
  - Our curriculum fulfils and exceeds *National Curriculum* requirements and expectations
- **Ambition**
  - Our curriculum:
    - challenges our articulate and engaged pupils
    - goes beyond National Curriculum expectations
    - promotes greater depth understanding, critical thinking and oracy skills
- **Accessibility**
  - Our curriculum is:
    - relevant and engaging for all groups
    - accessible at every level of the school community
- **Awareness**
  - Our curriculum is:
    - outward-looking and seeks to educate pupils about events, experiences and issues beyond those that they may personally encounter or be familiar with
    - celebrates diversity in our community and further afield
    - promotes awareness of regional, national and international issues
- **Adaptation**
  - Our curriculum:
    - evolves both organically and because we drive it forward
    - is not static but proactive and reactive in response to different pupils and changing needs and external issues
  - Our staff is committed to, supported, inspired and challenged by continual professional development

## **IMPLEMENTATION of our Foundation Subjects Curriculum**

### Knowledge and Skills Maps (KSMs)

- Knowledge and Skills are taken from *National Curriculum*. Each point is broken down, layered and sequenced for each year group in the KSMs.
- Each year group has a KSM for every foundation subject.
- Each subject's KSM is split into sections, reflecting that subject's key areas of learning.
- KSMs ensure progression from year to year: each year builds on the last without unnecessary duplication.
- KSMs are developed, refined and improved in conjunction with subject leaders and specialist teachers.
- KSMs are personalised to our school and extend beyond the requirements of the *National Curriculum*. Key school development priorities are included in the KSMs to embed them into practice.
- KSMs are designed to ensure and promote links and connections both between subjects within year groups and between year groups.
- The school's themes of Inclusion and Diversity are included in each year group's KSM.
- KSMs are discussed, edited and added to each year to ensure a continually evolving and improving curriculum.
- Every KSM has a Greater Depth section to encourage challenge for the more able.
- Teachers scaffold up where necessary to ensure almost all pupils can access main skills.

### Topics

- The Foundation Subjects are taught through half-termly cross-curricular topics.
- We believe that topic teaching allows pupils to really become immersed in their topic and 'experts' in that area. It also allows for connections and links between subjects, providing a more cohesive learning experience and encouraging transferrable knowledge and skills.
- Teachers are given autonomy to choose the specific topics, provided they fulfil the requirements of the *National Curriculum*. Teachers are given a curriculum overview which the year group's expectations. For example, the *National Curriculum* focus might be "Changes within living memory: when parents were young" (Year 1 history), but the topic chosen is currently "Toys".
- Every topic has a key 'driving' subject of either history, geography or RE. Other subjects (e.g. art/music/DT) are 'enhancers' and are linked to the main topic wherever possible. Some geography skills may be taught within a history topic, but the main focus will be on the driving subject's knowledge and skills.
- Each year group has at least 2 history and geography topics and at least one RE topic. RE learning is also linked to specific history and geography topics as well.
- Topics are flexible and change: the subject's knowledge and skills can be taught through different topics. This encourages innovation and also means the curriculum can adapt to the cohort's needs, current affairs and foci of the School Development Plan. Teachers can personalise topics 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.
- Some topics are non-negotiable: British history topics are taught chronologically in KS2.
- Topics allow us to link our English learning to our Foundation Subjects through use of relevant core texts.

### Planning, monitoring and assessment

- The coverage for the academic year is mapped onto each year's Curriculum Overview (which sets out which topics are to be taught).
- Coverage of the Foundation Subjects' knowledge and skills is tracked through teachers' Medium Term Planning and the KSMs. At the start of the topic, teachers map out the knowledge and skills they plan to teach within that topic, taking care to think about the sequence, progression and coverage of the knowledge and skills. Year groups also highlight knowledge and skills from their year group's KSM as they are covered. This also allows teachers to quickly identify which knowledge and skills remains to be taught. Some knowledge and skills will be taught multiple times across the academic year.
- Subject leaders and year group leaders also monitor coverage through 'book looks' and pupil interviews, triangulating this information with planning scrutinies.

- Subjects are assessed at end of the year and teachers use evidence from pupils' books and their participation in lessons and activities. Teachers assess against the year group's knowledge and skills, considering which outcomes the pupils have met. Teachers look at an overall picture or 'best fit' to decide whether a pupil is at working towards standard, expected standard or greater depth standard.
- Assessment and marking ensures teachers can pick up pupils not meeting expectations and put in appropriate provision to ensure progress in future.
- 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)

#### 'Above and Beyond' -

- Each year group has between 1 – 3 'Big Questions' per half-term which encourage debate and open-ended thinking. They also form a starting point for each topic and can guide the pupils' learning journey. They link to our school themes of Inclusion and Diversity and also help to promote connections between topics and issues taught both across and within years and subjects.
- Every teacher is a leader. Every teacher (once they have completed their NQT year) takes responsibility for a different subject area. Subject leaders champion their subject and become an 'expert', leading staff INSET sessions, disseminating new pedagogical developments and driving progress in their subject. Subject leaders monitor teaching and learning, as well as reviewing their subjects' KSMs.
- Specialist teachers in Music, Art and PE enhance our curriculum as well as support staff in continual professional development.

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

- A clear, coherent and connected curriculum
- Specifically chosen topics which are not taught in isolation from each other and which build on previous learning
- Focused learning intentions taken from KSMs ensure lessons have a clear learning point
- A curriculum which fully integrates our themes of Inclusion and Diversity into all aspects of learning
- Clear expectations and guidance for planning to support all teachers (including new teachers) in delivering our foundation subjects
- Flexible topics to engage pupils and prevent stagnation
- Clear assessment procedure to ensure teachers are aware of each pupil's needs
- Collective responsibility and investment in our curriculum from all staff members

#### **Communication**

- Rhodes Avenue Primary School will publish *The National Curriculum* on its school website. In order to provide parents with an understanding of what their child should be expected to know at Key Stages 1 and 2, 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.

#### **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.

### **Equal Opportunities**

Equal access to the administration of medicines is given to all children regardless of ability, gender, cultural, religious or ethnic origin. Rhodes Avenue complies with its duties under the Equality Act (2010) and all staff will have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act. The school celebrates diversity and encourages inclusion.

### **Complaints**

Any complaints about the application or operation of this Policy will be dealt with in accordance with the School's Complaints 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