



Petersfield Church of England (Aided) Primary School Policy for Foundation Subjects

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God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values which motivate and inspire us to provide a rich and diverse education.

"I have come that they may have life, and have it to the full." John 10:10.

Love: 1 Corinthians 13 4-7 It is integral in all our decision-making. This equips our children for all aspects in life, as they grow and reach their full potential.

Trust: Isaiah 26:v4 It encourages the whole school to work together for the mutual benefit of all, promoting an excellent working relationship

Peace: Thessalonians 5:v13 It helps us to respect each other, recognising all opinions to provide a safe and inclusive learning environment that encourages discussion of all ideas, so promoting a deeper understanding of each other and the wider world.

Friendship: Luke 6:31 We constantly strive to build and foster the positive relationships so providing a safe and caring environment in which to learn.

Creativity: Romans 12:6 Each one of us has a unique talent, we all have inherent creativity, and we actively encourage this in all aspects of school life.

Introduction

This policy outlines the teaching, organisation and management of the Foundation subjects taught and learnt at Petersfield. The Foundation curriculum covers: Art and Design, Computing, Design and Technology, Geography, History, Languages, Music, P.E., P.S.H.E., RSE & Citizenship, R.E. and Science.

Aims

- To establish an entitlement to the Foundation subjects for all pupils.
- To establish expectations for teachers of these subjects.
- To promote continuity and coherence across the school.
- To state the school's approach to these subjects in order to promote public and particularly parents' and carers' understanding of the curriculum.

Purpose

At Petersfield, we believe that teaching and learning in the Foundation subjects enables pupils to develop their knowledge and understanding of the world through learning about human cultures, societies, achievements and beliefs and the physical environment in which these have developed. Foundation subjects provide opportunities for pupils to acquire skills that will enable them to become fully engaged citizens such as questioning, being creative, problem solving, planning, working collaboratively, working independently, developing informed opinions, expressing ideas and choosing and using a range of tools.

Above all, through the Foundation subjects, we want our pupils to be inspired by and care for the world and its people.

Statutory Requirements

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

As well as English and mathematics, all state primary schools are required to teach the subjects of the National Curriculum (Art and Design, Computing, Design and Technology, Geography, History, Languages, Music, P.E., and Science) and to make provision for the teaching of Religious Education and of personal, social, health and economic education (P.S.H.E., RSE & Citizenship). Languages are only a part of the statutory curriculum from Key Stage 2. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The purpose of study and aims of each of the subjects taught at Petersfield can be found in the National Curriculum framework document, the Foundation Stage Curriculum, the Cambridgeshire Agreed Syllabus for Religious Education and the Cambridgeshire scheme of work for P.S.H.E. including RSE.

The Creative Curriculum

Petersfield has a Creative Curriculum which operates on a three year rotation in the Foundation Stage and Key Stage 1 and on a two year rotation in Key Stage 2. This curriculum actively promotes cross-curricular learning and gives teachers the flexibility to exploit natural links between foundation and core subjects. The foundation subjects are taught discretely within an overarching termly topic. This allows children to make meaningful connections between subjects and think and work creatively. They are required to use their learning and skills imaginatively within applied contexts. Opportunities are given to the children to use, apply and practise their English and maths skills (such as extended writing, reading comprehension, measuring, data handling etc.) as well as subject specific skills, within topic work. Teachers are required to set high expectations for every pupil in the foundation subjects, providing learning opportunities which both meet individual needs and challenge pupils of all abilities. The Emmanuel project and Haringey curriculum have been purchased to supplement our curriculum offer.

Planning

The Creative Curriculum shows the long term plan for Foundation subjects in each Key Stage. Medium term plans are written by teachers which detail day-to-day teaching and learning activities in the foundation subjects. These plans incorporate opportunities for pupils to:

- be questioning and challenging;
- make connections and see relationships;
- explore and reflect critically on ideas, processes, actions and outcomes;
- apply knowledge, skills and understanding in real life situations;
- choose and use a range of tools, including technology;
- work with a variety of other people and independently;
- experience visits and visitors that enrich learning;
- develop their spiritual, moral, social and cultural awareness, including their awareness of British values.

Local and national special events are incorporated into teaching and learning where appropriate, providing scope for whole school, Key Stage or year group activities.

Assessment

Verbal feedback and developmental marking, in line with the school's policy, are used to inform pupils about their achievements and next steps for learning.

Children are assessed against expectations for their age group through teacher observations and evidence of learning outcomes (e.g. written work). Where possible, assessments are recorded on Target Tracker, for subjects where this is not possible we have school specific devised systems in place.

Parents are informed about pupil progress and attainment at Parent Consultations and through the annual School Report.

Monitoring and Evaluation

Subject Leaders monitor and evaluate teaching and learning in their subject through planning scrutinies, book scrutinies, learning walks, data analysis and discussions with colleagues, pupils, parents and other relevant professionals.

Monitoring and evaluation is used by Subject Leaders to inform:

- communications with colleagues, the SLT, governors, parents and other relevant people;
- reviews of the Creative Curriculum, professional development plans, subject action plans and the School Development Plan.

Subject action plans form part of the School Development Plan. Where a whole-school initiative has an impact on a foundation subject, this is incorporated into the subject action plan. Likewise, when an aspect of development in a foundation subject has whole school implications, this will be reflected in the SDP.

Subject Leader Responsibilities

- Raise the profile of and foster enthusiasm for their subject within the school.
- Keep themselves informed about developments and best practice in their subject.
- Support the planning and teaching of colleagues by providing expert subject knowledge and key resources.
- Maintain a Subject Leader's file.
- Create, implement and review a subject action plan.
- Work with colleagues to ensure standards for their subject are high across the school.
- Monitor and evaluate the effectiveness of teaching and learning in their subject.
- Monitor and ensure the progress of pupils including individuals, cohorts and groups such as SEND and Pupil Premium
- Identify training needs.
- Source, deliver and participate in professional development within their subject area as part of the whole school professional development programme.
- Contribute to reviews of the Creative Curriculum.
- Maintain subject resources, ensuring they are accessible and relevant.
- Identify the notable local and national events that raise the profile of their subject and ensure these are recognised within year groups, key stages or across the school.
- Provide information to the SLT, the Governors and outside agencies on their subject area.