

# Highwood Primary School



*Promoting Resilience – Achieving Potential*

## Policy for the Foundation Subjects

January 2018  
To be reviewed January 2020



## **1. INTRODUCTION**

This policy has been impact assessed against protected characteristics (race, gender and disability) and no adverse impact has been identified.

At Highwood Primary School we offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of later life. The school curriculum comprises all learning and other experiences that the school plans for its pupils. The national curriculum forms one part of the school curriculum.

The National Curriculum is divided into Core Subjects (English, Maths and Science) and Foundation Subjects (Art and design, Computing, Design and technology, Languages, Geography, History, Music and Physical Education). RE and PSHE also form an essential part of the school's overall curriculum. The scope of this policy is to cover the Foundation Subjects and RE and PSHE. The Core Subjects are covered in separate policy documents which should be read in conjunction with this document.

## **2. AIMS**

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We strive to develop these skills across the curriculum by making relevant and meaningful links between subjects and by planning engaging and challenging activities which will require pupils to practise and consolidate skills learnt in the core subjects to other areas of the curriculum. Pupils will be expected to demonstrate the same standard of literacy and numeracy skills when working in the Foundation Subject areas as they do in lessons focusing on the Core Subject areas.

### **Specific Aims**

- To promote British Values
- to enable children to understand the skills and attributes needed to be a successful learner
- to enable children to develop their own personal interests
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of literacy, numeracy and information technology (IT)
- to enable children to be creative through art, dance, music, drama and design technology
- to enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage

- to enable children to be positive citizens in society and to feel that they can make a difference
- to enable children to understand and respect other cultures
- to fulfil all the requirements of the National Curriculum and the Hertfordshire agreed syllabus for Religious Education
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- to enable children to be active and take responsibility for their own health
- to enable children to be passionate about what they believe in and to develop their own thinking
- to enable children to ask questions and take risks
- to enable children to develop their intellect including their emotional development

### **3. STATUTORY REQUIREMENTS**

Statutory requirements for the teaching and learning of the foundation subjects are laid out in the National Curriculum in England Key Stages 1 and 2 Framework Document (2013) the Statutory Framework for the Early Years Foundation Stage (2014).

#### **Early Years Foundation Stage (Nursery and Reception)**

Children in the Foundation Stage need a well-planned and resourced curriculum to take their learning forward and to provide opportunities for all children to succeed in an atmosphere of care and feeling valued. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.

The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage. The curriculum for the Foundation Stage is organised into seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy;
- mathematics
- understanding the world
- expressive arts and design.

Practitioners in the EYFS plan their curriculum around themes which include opportunities for exploration and development across the seven areas of learning on a daily basis in both adult led and child initiated activities indoors and outdoors. Children are encouraged to investigate and share their interests so that practitioners can plan and build in opportunities to use these interests to extend the learning for all pupils. Easily accessible, high quality resources are provided to ensure that the learning environment supports the learning experiences taking place.

**At Key Stage One (Years 1 and 2)** the foundation subjects covered are;

- Art and design
- Computing
- Design and technology
- Geography
- History

- Music
- Physical education
- RE
- PSHE

### **At Key Stage Two (Years 3-6)**

the foundation subjects covered are;

- Art and design
- Computing
- Design and technology
- Geography
- History
- Music
- Physical education
- RE
- PSHE
- Modern Foreign Language (French)

**In both Key Stage One and Key Stage Two** parents have a right to withdraw their children from sex education and /or R.E.

Where parents choose to exercise this right, the school will discuss with them alternative work for the pupil. Such arrangements should not require the school to deploy additional resources. The school will take account of the non-statutory guidance material on PSHE and citizenship when planning the curriculum.

## **4. PLANNING**

The school uses the National Curriculum in England Key Stages 1 and 2 Framework Document (2013) and the Statutory Framework for the Early Years Foundation Stage (2014) as the basis of its curriculum (See Appendix below for an overview of topics from the programmes of study). Teachers adapt and develop them into teaching sequences suitable for classes or groups. We carry out our curriculum planning in two phases (long-term curriculum mapping and short term session plans). The long term planning aims to make links between areas of the curriculum so that the children experience a connected curriculum that gives each subject area a purposeful setting. The class teachers are responsible for writing the session plans for these lessons.

## **5. ASSESSMENT, RECORDING AND REPORTING**

Assessments are made in line with the school assessment policy. Marking is in line with the school's policy.

Children are assessed at the end of their Reception Year using the Foundation Stage Profile and are formally assessed at the end of each Key Stage.

Teachers use assessment to ensure planning is based on prior attainment and that pupils know what they are to do to achieve the next step.

Parents are invited to discuss their child's progress twice a year and are sent an annual end of year report.

## **6. MONITORING AND REVIEW**

It is the responsibility of the class teachers, Phase Leaders, Curriculum Teams, SLT and Governors to monitor the standards of children's work. The Curriculum Teams monitor the quality of teaching and are also responsible for supporting colleagues in the teaching of the foundation subjects, for being informed about current developments in the foundation subjects and for providing a strategic lead and direction for the

foundation subjects in the school. The foundation subjects are monitored in accordance with the school's monitoring policy.

## **7. INCLUSION**

At our school we teach the foundation subjects to all children, whatever their ability. The foundation subjects form part of the school curriculum policy to provide a broad and balanced education to all children. Through our foundation subject teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations. Opportunities are found for more able children to extend and deepen their understanding.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors or barriers to learning: classroom organisation, teaching materials, teaching style, differentiation and the child – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. We enable pupils to have access to the full range of activities involved in learning. Where children are to participate in activities outside the classroom, for example, a trip to a museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. More able pupils are planned for in line with our Inclusion Policy. This is supported by our Equal Opportunities Policy.

## **8. EQUAL OPPORTUNITIES**

It will be ensured that equal opportunities in the foundation subjects are addressed as follows: pupils with special needs have equal access to the curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs. Specific teaching strategies are used to maximize access to the curriculum for pupils learning EAL.

## **9. PARENTAL/COMMUNITY INVOLVEMENT**

We value parent involvement in children's development and promote a home school partnership in the following ways:

- Sharing information – newsletters, parent consultation evenings, Parentview meetings, parents' leaflets, email, reading diaries, home learning grids and books
- Celebrations – assemblies, school performances, displays, Open Evening, Monthly Book Looks
- Home Learning- half termly grids offer a range of projects covering various subjects to be carried out at home
- Parent helpers

## **10. SUBJECT ORGANISATION**

### **Art and Design**

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Expressive Arts and Design. The Early Learning Goals they are assessed against on leaving Reception are ELG 16 (Exploring Media) and ELG 17 (Being Imaginative). Pupils are encouraged to develop their fine and gross motor skills and to engage in activities and experiences which will enhance their understanding and skills in art and design. In Key Stages One and Two pupils access art and design opportunities both through themed or topic based work and through specific art and design lessons. The curriculum overviews and year group curriculum maps (which are regularly revised) show links

between themes and suggested artists for study and the art and design skills overview outlines the specific skills to be developed in particular year groups.

### **Computing**

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Understanding the World. The Early Learning Goal they are assessed against on leaving Reception ELG 15 (Technology). Children are given opportunities to use a range of technology at home and at school and to begin to select and use technology (e.g. ipads) for particular purposes.

In Key Stages One and Two pupils access computing through weekly IT lessons and through applying their skills across the curriculum through the subject and topic themes. The IT lessons are based on the Hertfordshire IT scheme which provides resources, planning and assessment materials through termly themes. In the EYFS and Key Stage One teaching is supported or shared between the class teachers and the specialist IT Manager. In Key Stage Two computing lessons are taught by the specialist IT Manager.

### **Design and technology**

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Expressive Arts and Design. The Early Learning Goals they are assessed against on leaving Reception are ELG 16 (Exploring Media) and ELG 17 (Being Imaginative). Children are encouraged to explore and play with a range of media, learn to use tools safely and use materials for particular purposes.

In Key Stages One and Two pupils undertake specific design and technology projects at least once a term. They learn skills and apply these to making models for particular purposes linked to their curriculum themes usually in history, geography or science. Food technology takes place as part of the design and technology curriculum. There is a specific food technology kitchen area which can be booked by specific year groups or classes. Food technology is often incorporated into whole school, key stage or year group theme days or weeks.

### **Geography**

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Understanding the World. The Early Learning Goals they are assessed against on leaving Reception are ELG 13 (People and Communities) and ELG 14 (The World). They are encouraged to explore their immediate environment both at home and at school and to think about how environments differ and change.

In Key Stages One and Two pupils study geography and geographical skills as part of their topic themes. These themes are set out in the Curriculum Overview (Appendix 1) and Curriculum Maps. Pupils in Y5 and Y6 are offered Residential trips in the Autumn Term each year. These trips involve teaching of some of the fieldwork and practical aspects of the geography curriculum.

### **History**

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Understanding the World. The Early Learning Goal they are assessed against on leaving Reception is ELG 13 (People and Communities). They are encouraged to talk about past and present events and relate these to their peers and their own families.

In Key Stages One and Two pupils study history and historical skills as part of their topic themes. These themes are set out below in Appendix 1 (Curriculum Overview) and in the Curriculum Maps. Pupils are offered enrichment trips or theme days in school on a termly basis and many of these are used to enhance the teaching of the history based themes.

## **Music**

Pupils in the EYFS access opportunities to develop skills through the Specific Area of Expressive Arts and Design. The Early Learning Goals they are assessed against on leaving Reception are ELG 16 (Exploring Media) and ELG 17 (Being Imaginative). Pupils are encouraged to sing songs, make music and dance as well as express their own ideas, thoughts and feelings through music.

In Key Stage One pupils are encouraged to continue to develop the skills begun in EYFS. Songs and music making is often linked to curriculum themes, pupils attend a weekly singing assembly and different groups of children across the school have a weekly music lesson with a music specialist who works at Highwood one day a week. These sessions also provide CPD for teachers to increase their knowledge and confidence when teaching music themselves.

In Key Stage Two (and Y2) pupils attend a weekly music assembly where they are taught singing and musical accompaniments by a music specialist and two teachers with musical expertise. Pupils in KS2 are given the opportunity to learn to play instruments such as drums or recorders the development of musical skills and singing. Music is related to topic themes wherever possible. Pupils are also offered the opportunity to perform in class sharing assemblies and occasional Performance Assemblies. The Christmas productions also provide a vehicle for performance as does the end of year Y6 production. The senior and junior choir practise at lunchtimes and perform at out of school events such as the Watford Schools Annual Carol Service.

## **Physical education**

Pupils in the EYFS access opportunities to develop skills through the Prime Area of Physical Development. The Early Learning Goals they are assessed against on leaving Reception are ELG 4 (Moving and Handling) and ELG 5 (Health and Self Care). Pupils are encouraged to develop their gross and fine motor skills as well as acquire an understanding the health benefits of physical activity. They have weekly timetabled PE sessions as well as daily access to physical activities both inside and outside.

In Key Stages One and Two pupils access the requirements of the National Curriculum through regular lessons both indoors and outdoors. Swimming takes place in Lower Key Stage Two and is followed up in Upper Key Stage Two for those who have not achieved the minimum requirement of 25 metres in a good style. PE lessons are enhanced by the work of a specialist Sports Manager who works alongside teachers to plan and teach both indoor and outdoor skills. There are a number of PE based extra-curricular clubs on offer including netball and football as well as opportunities for inter school sport events organised by the School Sports Partnership.

## **RE**

Pupils in the EYFS access opportunities to develop skills through the Prime Area of Understanding the World. The Early Learning Goal they are assessed against on leaving Reception is ELG 13 (People and communities). Pupils are encouraged to find out about the similarities and differences between families, communities and traditions. Specific RE teaching is based around celebrations.

In Key Stages One and Two pupils are taught using the Hertfordshire Scheme of work for RE. They learn about Christianity across the school and compare and contrast with other world religions. A wide range of festivals are studied both in class and through daily assemblies.

## **PSHE**

The school behaviour policy and ethos forms the basis of the teaching of PSHE and pupils experience specific PSHE sessions alongside adult role modelling, rewards, sanctions and reminders throughout all activities.

Pupils in the EYFS access opportunities to develop skills through the Prime Area of Personal, Social and Emotional Development. The Early Learning Goals they are assessed against on leaving Reception are ELG 6 (Self Confidence and Self Awareness), ELG 7 (Managing Feelings and Behaviour) and ELG 8 (Making Relationships). Pupils are encouraged to develop a positive sense of themselves, form positive relationships and learn how to manage their feelings and behaviour.

In Key Stages One and Two the PSHE curriculum is based on the scheme of work provided by the PSHE Association and taught mainly through the Circle Time model introduced by Jenny Mosley. Topics cover all aspects of personal, social and emotional learning including regular focus on friendship, bullying and British Values.

## **Modern Foreign Language (French)**

This subject is only taught in Key Stage Two.

French is taught by a specialist French speaker who works with classes across Key stage Two in order to develop their proficiency in the language. Provision is based on the requirements of the National Curriculum 2013 and emphasises the development of oral and written language along with an understanding of French culture.

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**Appendix 1 National Curriculum Map: Science/History/Geography**

Term	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Animals including humans Family History	Uses of everyday materials London: Then & Now	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilizations- Egyptians	Forces Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Greece
Autumn 2	Guy Fawkes & the Gunpowder Plot	Uses of everyday materials	Rocks	Animals including humans- digestive system, teeth, food chains	Forces	Living things and their habitats- classification
Spring 1	Everyday Materials Homes/Toys in the past Homes	Living things & their habitats Comparing Localities	Animals including humans- nutrition & skeleton United Kingdom Study	Sound European Country Study: France	Mountains and rivers: Physical  Properties and changes of materials	UK & the Wider world: Sri Lanka Animals including humans- functions of organs & health
Spring 2	Local Area: Bushey Mill Lane	Plants	Plants – growth & structure	Electricity  Weather around the world	A non-European society  N or S American Study	Electricity
Summer 1	Plants Weather for Growth	Seasides in the past Animals including humans	Light	Living things and their habitats- keys & environments Britain's settlement by Anglo-Saxons and Scots	Earth & space	Evolution and inheritance
Summer 2	Seasonal Changes Where in the world is Barnaby Bear?	Mapwork	Forces & Magnets  Roman Empire and its impact on Britain	States of matter	Living things and their habitats- Animal life cycles	Geographical Skills