



# STANBRIDGE LOWER SCHOOL

## FOUNDATION SUBJECTS POLICY

Reviewed: September 2018

### 1. RATIONALE

1.1 At Stanbridge we believe that children should be introduced to foundation subjects in an enjoyable, fun and interactive way, so they can engage fully with their learning.

1.2 We believe the curriculum should be brought alive and enquiry fostered through creative teaching, so that children can see the connections in their learning. For this reason Stanbridge teaches foundation subjects through topics which develop the skills identified in the National Curriculum. This will enable children to have a better understanding of and engage in the world in which they live.

### 2. AIMS

2.1 **History:** We aim to...

- Teach history in the context of creativity, bringing history alive to arouse interest in the past.
- Promote in pupils a sense of identity through learning about the development of Britain, Europe and the world.
- Begin to introduce children to the skills involved in an understanding and interpreting of the past, developing research skills which will enable pupils to access independent learning.
- Begin to install in children a sense of perspective.

2.2 **Geography:** We aim to...

- Develop an interest in their surroundings and the world.
- Give all pupils a geographical experience appropriate to their age and maturity.
- Develop a sense of identity in each child through the study of their local environment, its place in a wider context, the United Kingdom and the world.
- Link with, enrich and reinforce other areas of the curriculum.
- Develop a range of skills and strategies necessary to carry out geographical enquiry and to interpret geographical information.
- Encourage the correct use of geographical terminology and skills.
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2.3 **Design Technology:** We aim to ...

- Develop the knowledge, skills and understanding necessary to design, make and evaluate products fit for a purpose.
- Develop the practical skills to work with a wide range of materials and components.
- Develop understanding of control systems, energy and structures.
- Become aware of the impact of technology and its contribution to the quality of life.

## 2.4 Music: We aim to ...

- Develop an understanding about how sounds are made and then organized into musical structures.
- Know how music is made through a variety of instruments.
- Know how music is composed and written down.
- Know how music is influenced by the time, place and purpose for which it was written down.
- Develop an appreciation for performing, composing and appreciating music.
- Develop an appreciation for a wide variety of musical styles.
- Encourage children make and quantify judgments about music.

## 2.5 Art: We aim to...

- Encourage all our pupils should develop artistic skills and abilities.
- Develop artistic individuality and expression.
- Excite and enthuse our pupils, encouraging them to experiment with a variety of different media.
- Develop aesthetic and critical awareness of their environment.
- Develop an appreciation of art in their own and others history and culture.
- Teach pupils to use materials, tools and techniques in accordance with health and safety guidelines.

## **3. IMPLEMENTATION**

3.1: Foundation subjects are creatively across KS1 and KS2 and consist of mini-themes and mini-topics incorporating the guidelines set out in the National Curriculum.

3.2 Topics are linked to the National Curriculum in order to ensure the correct coverage and time allocation for this subject. Subjects have been linked together in order to make our curriculum more creative and relevant for the children.

3.3 Teachers can choose which order to teach the topics across the year and are free to be as creative as they wish with their implementation. Enrichment and creativity in delivery are encouraged in order to bring the curriculum alive for the children, so they can make connections in their learning.

3.4 Teachers are free to change the topic if they feel there is a more relevant topic that the children are interested in. Key skills in the planned unit should be transferred to the chosen topic in order to ensure continuity and progression are incorporated into planning.

3.5 Whole school mini topics are taught across the year. These are added in order to cater for the personalized learning needs of children and to add creativity into the curriculum.

Topics are chosen based on interest, historical/special occasions or world events.

3.6 A variety of teaching methods are used including:

- Use of I.C.T, T.V, video, film
- Appropriate reference books
- Visits and visitors
- Creative activities
- Enrichment days

- Role play & drama
- Pupils as researcher

3.7 Teachers will ensure that lesson objectives and success criteria are clear to the children for each lesson taught

3.8 The delivery of foundation subjects may vary according to the activities planned, but will include class, group, and individual instruction, guidance, demonstration and the use of questioning and discussion.

3.9 Teachers will modify and differentiate teaching activities as well as instructions and guidance, to take account of individual needs. Activities will be planned to allow children to respond according to their abilities, with appropriate differentiation by outcome.

#### **4. SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITIES**

4.1 Activities will be planned to allow children to respond according to their abilities, with appropriate differentiation through support, learning experiences provided and by outcome. Teachers may modify certain teaching activities as well as instructions and guidance to take account of individual needs.

4.2 In line with the school's Equal Opportunities Policy all children will have entitlement to all aspects of the curriculum.

#### **5. ASSESSMENT**

5.1 Assessment is ongoing and is recorded using Classroom Monitor. Teachers use information to ensure attainment and progress are tracked and gaps in learning are identified. The attainment and progress of groups of learners, e.g. free school meals, SEN, are also tracked in the same way.

5.2 Teachers use the information from Classroom Monitor to address gaps in learning in their medium and short term planning.

5.3 The children's work is recorded in their exercise books or folders, which are regularly marked. This will enable the teacher to note an individual's progress and aptitude, as well as providing guidance for future teaching and learning. Work is marked following our Marking Policy.

5.4 Prior learning is ascertained through using Mind Map techniques with the children. Teachers use the information gained to pitch planning at the appropriate level and to differentiate children's learning in this subject

5.5 A summative assessment and report on progress is reported to parents at the end of each academic year through the Annual School Report.

5.6 Teachers also gather assessment information as they work with groups or individuals; provide information to children verbally as they work and given written assessment information through our following our marking systems.

#### **6. THE ROLE THE SUBJECT LEADER**

## 6.1 The Subject Leader will:

- Review and evaluate the scheme of work for subjects and policy documents regularly (in line with the Governing Body's rolling programme of subject review), to ensure coverage of the National Curriculum requirements and disseminate all aspects to all relevant staff at Stanbridge Lower.
- Monitor continuity and progression in subjects by consultation with colleagues and observation of children in lessons/scrutiny of exercise books.
- Be a source of reference for colleagues, ensuring that they are kept up to date with any new developments within the subject.
- Monitor the provision and use of resources for subjects and be responsible for replenishing or adding new resources.
- Have an overview of the teaching of subjects in the school ensuring good coverage and no unnecessary repetitions of subject coverage.
- Keep up to date with developments in the teaching or national requirements for subjects, attend professional INSET when appropriate or within the remit of the SDP.
- Develop a portfolio of annotated and leveled children's work to aid assessment.

## 7. Review procedures

### 7.1 The school's policy will be reviewed when:

- 2 years have elapsed.
- A new co-ordinator has been appointed.
- There has been a significant change in; the programmes of study for subjects, staff or pupils.

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**September 2018**