



## Hovingham & St Hilda's CE (VC) Primary Schools Federation



### **Foundation Subjects Policy 2018**

This policy refers to Foundation Subjects. At Hovingham and St. Hilda's, Ampleforth CEVC Primary Schools these are: the humanities (history, geography, PSHCE, french), the arts (music, art), PE and design technology. English, maths, science and ICT are core subjects and as Church schools we include RE with these.

#### **Aims**

At Hovingham and St. Hilda's, Ampleforth we want to give the children an education of the highest standards. We aim for excellence in all our school activities and encourage all children, whatever their ability to achieve the best they possibly can. In pursuit of this aim we believe that children should experience a curriculum that is motivating, relevant and stimulating so that they can develop intellectual and practical skills. The curriculum is developed through collaborative planning which has a coherent structure, breadth, balance, and appropriate progression. We provide a variety of experiences, activities and opportunities in the foundation subjects. We strive to give children skills and knowledge so that they develop interests in different subjects and make informed choices both now and in the future.

#### **Objectives**

- To create an atmosphere where children are eager to learn so they become active participants and give their very best.
- To encourage confidence and self discipline in familiar and unfamiliar situations.
- To foster a sense of fair play, respecting different ways of life, beliefs, opinions and ideas.
- To enable children to develop a range of personal qualities, politeness, perseverance, initiative and independence.
- To allow children to develop informed opinions and support these with reasonable arguments.
- To express information in a variety of ways, employing different media where possible.
- To provide the appropriate conditions for learning, so all abilities can progress and be suitably challenged, not reliant on their skills in other areas of the curriculum.
- To be familiar with the subject specific concepts, principles, method and vocabulary.

#### **Progression and continuity**

- Plans in Nursery/Class 1 provide a progression through the Early Learning Development Stages for children in the foundation stage.
- Plans for year 1 to year 6 provide a progression of knowledge and enquiry in all subjects.
- Schemes of work are devised and followed to provide a structured curriculum, breadth of experience, re-introducing topics or ideas progressively without repetition.
- Additional resources are accessed and used by teachers to support their planning.
- Long and Medium term plans are regularly monitored to ensure progression and continuity.

## **Differentiation**

Consideration is given to the diversity of ages and ability within a class. A range of activities and tasks are provided to ensure the fullest involvement of the whole class; the less able are encouraged and the more able fully challenged. In order to match the work contained within the curriculum to children's previous experiences and ability differentiation is evident in planning by:

- **TASK:** different numbers of tasks can be set, relating to one objective or one task provided with support and materials available to challenge, extend or support learning.
- **OUTCOME:** open ended activities or investigations are provided to allow children to show their ability and understanding by the results achieved.
- **ORGANISATION:** children may work in mixed or similar ability groups/pairs to support and extend learning.
- **ADULT SUPPORT:** children are given a different level of support from the teacher, Teaching Assistant or other adult in the classroom.

## **Special Educational Needs / More Able and Talented**

All children with SEN have learning needs identified and provided for within normal classroom procedures, planned through the development of individual provision maps. This includes the less and more able. Strengths and weaknesses in scheme areas should be noted at the short term planning stage and any gaps or opportunities for extension work will be addressed. Children relevantly identified on the More Able and Talented register have additional challenge and skill progression provided within the lesson. This is developed by the class teacher during planning.

Teachers will plan in the short term with a specific focus so that children who have learning difficulties will not be hindered during activities by a requirement for written methods of recording, reading prose format instructions, etc. Differentiation at the short term planning stage of lesson preparation takes account of children's needs and all ability levels in the classroom.

## **Equal Opportunities**

At Hovingham and St. Hilda's Ampleforth we believe that every individual within the school has the opportunity to achieve their full potential, has the same chance and equal access to all areas of the curriculum. Staff make every effort to use stimuli that reflect the culture of our schools and to draw on pupils own experiences. We also provide opportunities for the children to experience and find out about wider cultural diversity outside of our immediate environment. We aim to create a "rich enquiring environment". Boys and girls achievement is planned for equally and support is provided where necessary and possible for pupils to whom English is an additional language. The Hovingham and St. Hilda's Equalities Scheme is followed at all times.

## **Resources**

All resources are stored centrally for the whole school to utilise and should be collected/ returned by an adult or older child. Any resources that are broken or not working accurately/ correctly should be reported to the subject co-ordinator immediately. Renewable resources will be monitored by the co-ordinator to ensure a stock is always available. There are additional resources that may be topic specific to a particular class and are then stored in that particular classroom. They can still be utilised by other colleagues as needed. When resources are identified through risk assessments with health and safety implications, proper instructions and training must be followed before use.

## **Cross Curricular**

At Hovingham and St. Hilda's Ampleforth we take the opportunity to teach each subject as part of a wider theme or topic. This allows us to make strong learning links to other areas of the curriculum. This is completed by individual teachers or teaching teams as they plan for their classes. Opportunities for further cross curricular work may be developed as part of topic / themed weeks. Children use Information and Communication Technology wherever possible as an integral part of each subject. This includes the use of different media, cameras, videos, interactive white boards, etc. The internet is used to allow pupils to develop further knowledge and understanding of the subject through research and investigation. Revision programmes and interactive games are also used to reinforce learning.

## **Assessment**

Assessment is an integral part of our teaching and learning not an extra task or procedure. We recognise the strong links between planning and assessment. Our long-term plan identifies National Curriculum areas and class teachers design medium term plans with specific learning objectives. This supports continuity and progression throughout the school. These plans are annotated as necessary to indicate where learning objectives have not been met or have been exceeded. Occasionally class teachers plan and prepare a specific assessment activity considering:

- Time allocated
- Resources available
- Differentiation, special needs
- Appropriateness of the activity to allow the children to demonstrate their achievements.i.e. would the task rely on reading/writing ability rather than the subject specific knowledge/skills?

A wide range of assessment opportunities is sought, to motivate children and provide access to the curriculum. By incorporating assessment into the planning, we allow children the opportunity to demonstrate and celebrate their knowledge, understanding and skills whilst identifying where and how to support future learning.

This information is then used to:

- Inform future planning
- Support differentiation and groupings for subjects
- Assist report writing
- Demonstrate children's progress and achievements to subject co-ordinators, next teacher, governors, outside agencies, parents, etc.
- Monitor subject development, teaching and learning.
- Further assessment of foundation subject areas is completed through the coordinator's monitoring of work samples and discussions with children. This is used to further develop learning and teaching in their respective subject.

Parents are informed of their children's progress during termly parents meetings and in the annual parents report. Parents are welcomed at any time to come into school to discuss their child's work and achievements.

## **Role of the Subject Co-ordinators**

In order to support the implementation of the Foundation Subjects Policy and have a positive effect on the teaching and learning at Hovingham and St. Hilda's, Ampleforth subject coordinators will:

- Review and revise policy, on a three yearly cycle.
- Monitor subject plans, using non class based monitoring, to ensure progression, standards and range are maintained.
- Monitor teaching, following school policy, to support the teaching and learning of foundation subjects.

- Provide support and advice for colleagues on issues regarding children's subject development.
- Audit resources for foundation subjects.

## Subject Aims

### Art

Art and design allows children a unique mode of expressing their experiences and thoughts. We believe that art and design helps develop a child's awareness of the world around them and how to interpret their world in a visual form. Our aim is to help pupils develop the capacity for original thought and imaginative responses. They learn to explore, evaluate and develop their ideas and are given the opportunity to investigate a range of materials and processes. Through studying artists and designers of the past and present, children develop ability to value their contributions and to make thoughtful, critical responses. We feel it is important for children to develop their visual language and the ability to express their ideas and feelings in order to evaluate their work and that of others.

### Design and Technology

Our aim for design technology teaching is to create an investigative ethos where children are encouraged to generate, try and evaluate ideas. We want to develop our pupils' practical and thinking skills, enabling them to offer possible solutions to practical problems. They learn to select appropriate materials and tools and are taught how to use them safely. We value the importance of developing the children's understanding of role of technology in the world in which we live. In this changing world we want to ensure that we combine practical skills with an understanding of aesthetic, social and environmental issues. We want children to be able to plan what has to be done; to identify what works well and what could be improved in their own and others' designs. We recognise and take advantage of cross curricular links encouraging children to draw on their knowledge and skills in other areas.

### Geography

Geography teaching should enable children to live and contribute as more effective members of society. We aim to do this by developing an understanding of people, places and environments. We want children to enquire and find out about their local area and develop an awareness of places and environments of the wider world. We wish to develop an appreciation of different societies and cultures, and have links with schools in the United Kingdom and France. Our Geography teaching also motivates children to recognise the importance of sustainable development. We aim to equip children with the skills of research, investigation, analysis, decision making and problem solving. We recognise and take advantage of opportunities for cross curricular teaching and educational visits.

### History

The aim of History teaching is to enable the children to understand how the people and events of the past have shaped our present and future lives. They should learn to value their own and other peoples cultures to develop a sense of identity and understanding of historical heritage. We value the teaching of historical facts and events and the skills required to motivate the children to find out more. We use a range of resources and educational visits to bring the past alive. We recognise and take advantage of opportunities for cross curricular links.

## **Modern Foreign Languages: French**

Our aim is for children to develop language and language learning skills through the teaching of French. We want children to be able to enjoy communicating and understanding another language. We also wish to increase cultural awareness by learning about French speaking countries and their people. We promote the need for accurate pronunciation and grammar. We use a range of strategies and resources for learning French, including authentic material, ICT and speaking and listening activities. We value the impact that the knowledge, skills and understanding required for learning a new language has on the teaching and learning of English.

### **Music**

We aim to promote an appreciation that music is a means of communication. Children are given opportunities to express themselves and to be creative. We create an understanding of our own and different cultures through the teaching of music and by introducing children to a range of musical styles. We ensure all children have the opportunity to create, perform and respond to music. We value enrichment opportunities and welcome visiting specialists to teach individual and group music lessons.

### **Physical Education**

Physical education develops our children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. We equip children with knowledge to help them make informed choices about physical activity throughout their lives.

### **Personal, Health, Social and Citizenship Education (PSHCE)**

We aim for all children to have the knowledge and understanding they need to lead confident, healthy, independent lives. We support the children to reflect on their own experience and understand how they develop personally and socially. In our teaching of PSHCE and with the use of the SEAL schemes of work we explore the spiritual, moral, social and cultural issues that are part of growing up. We develop the children's respect of common humanity, diversity and differences. Our children become aware of their responsibilities, rights and duties as individuals and members of communities. As part of this work, we teach Sex, Drugs and Relationship Education in stand-alone units.

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Reviewed: October 2015

Reviewed: April 2018

Date of next Review: April 2020