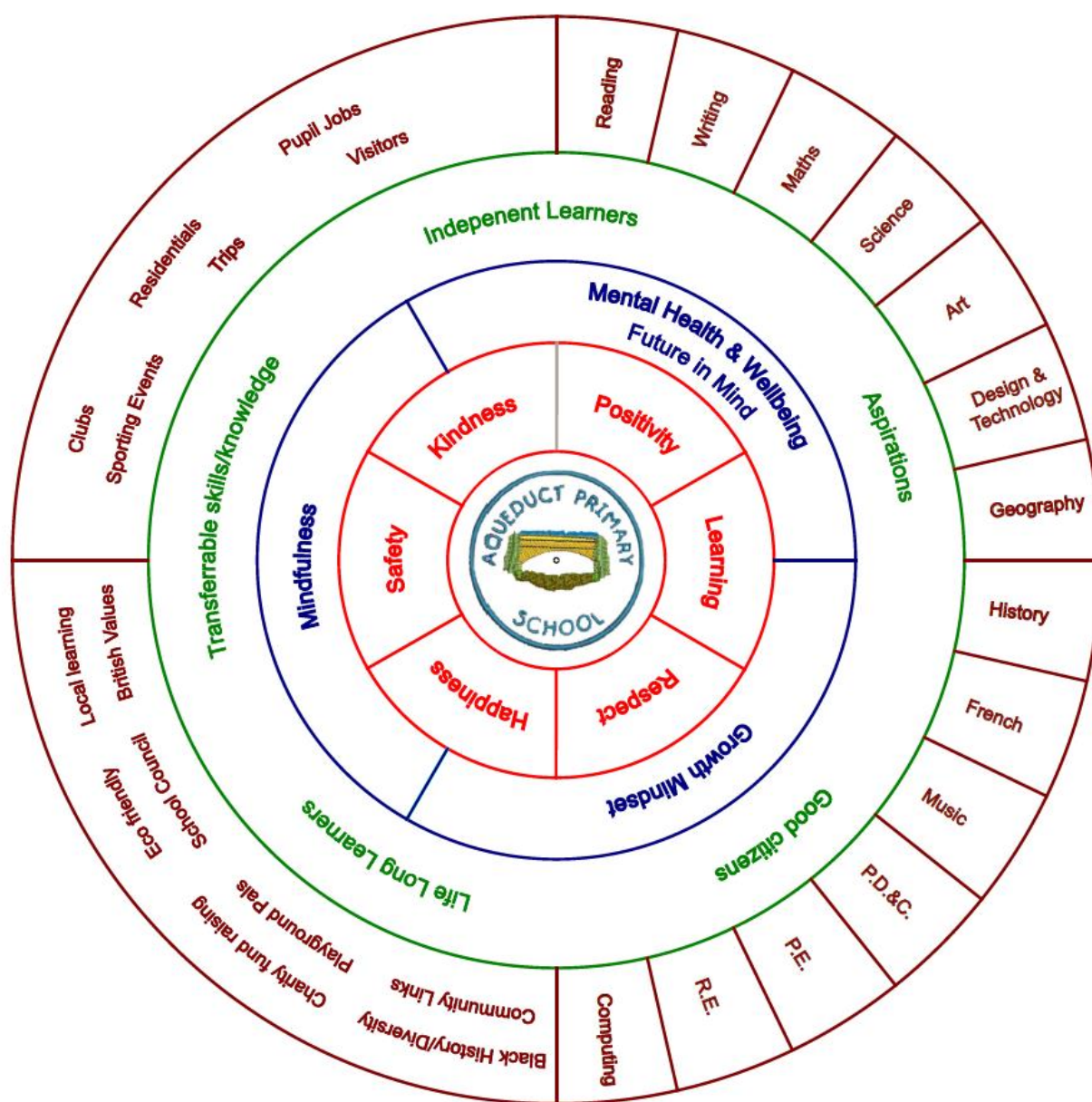


Aqueduct Primary School Foundation Subject Policy

2021



Discussed and Agreed by Governing Body	March 2021
Discussed and Agreed by all Staff	March 2021
Next Review Date	March 2023

Our Strapline

Building tomorrow, Leading the way ...

Our Values

*Positivity, happiness, learning, kindness, **safety** and respect*

The Foundation Subjects Curriculum

Aqueduct 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 around which Aqueduct Primary staff will develop exciting and stimulating lessons. Aqueduct Primary 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.

Aqueduct Primary School will offer a curriculum which:

- safeguards*
- is balanced and broadly based;*
- promotes the spiritual, moral, cultural, moral and cultural (SMSC) development of its pupils;*
- is underpinned by its values education programme of study including the teaching of fundamental 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.*
- is inclusive*
- considers local community and interest*
- promotes the protection of the planet*

The subject content (programmes of study) for the following Foundation Subjects are taught to all pupils in KS1 and KS2*

- Art and design*
- Citizenship*
- 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.

We also teach:

- Spiritual, Moral, Social and Cultural Development (SMSC)
- Personal Development & Citizenship
- Relationship and Sex Education (RSE)
- Outdoor Learning
- Languages (from Year 2)

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

** (Creative Arts and PE has separate Policies)*

Intent for our Foundation Subjects Curriculum

- There are non-negotiable skills to ensure coverage and progression
- To create a flexible, creative foundation subject curriculum which also rigorously ensures coverage and progression in key skills.
- Flexible
- Our curriculum is creative and personalised
- Tailored to pupils' needs and interests
- Takes account of teachers' passions and areas of strength as well as current local/world events
- Allows for different learning and teaching styles
- Topics are flexible
- Knowledge and Skills Maps ensure no duplication
- Fulfil and exceed National Curriculum requirements and expectations
- Challenging for our articulate and engaged pupils
- Goes beyond National Curriculum expectations
- Promotes greater depth understanding, critical thinking and oracy skills
- Accessible for whole school community
- Celebrates our diverse community
- Promotes awareness of global issues
- Evolves organically and because we drive it forward

Implementation of our Foundation Subjects

- Knowledge and Skills taken from National Curriculum
- Each skill broken down and layered for each year group
- Knowledge and Skills ensure progression from year to year: each year builds on the last without unnecessary duplication
- Subject leaders developed and streamlined skills
- Greater depth skills encourage challenge for more able
- Themes
- Skills can be taught via different topics to allow for flexibility

- Theme drivers are science, history, geography or RE. Other subjects 'enhancers'
 - Use of linked Core texts
 - Monitoring and assessment
 - Coverage monitored through skills ladders, plans and book looks
 - Assessment and marking to ensure teachers can pick up pupils not meeting expectations and put in appropriate provision to ensure progress in future
- Subject leaders champion subject and develop it beyond Knowledge and Skills Maps
- Whole school values

Pedagogy

The Foundation Subjects are taught through half-term or termly cross-curricular themes. Science, History, Geography and Religious Education units are the 'Theme Drivers' These Foundation Subjects provide the basis for our theme driven curriculum. Teachers personalise themes, where relevant, to make them relevant for their class and at the start of each topic, they will organise a stimulating 'engaging' activity. Pupils will explore the connections to previous knowledge and skills learning throughout the theme learning sequence. At the conclusion of the theme pupils will review their learning, in particular which new knowledge and skills they have acquired or developed further.

Coverage

The coverage for the academic year is mapped on each year's Curriculum Overview. At the beginning of each new theme teachers will share a skills mindmap to demonstrate the content being taught within the theme and to show the pupils the 'big picture' of the content they will be learning about. Year groups highlight knowledge and skills from their year group's Knowledge and Skills Mind Maps as they are covered. The Knowledge and Skills Maps also ensure progression of knowledge and skills between each Key Stage, from year group to year group, as well as including additional knowledge and skills for pupils working at a Greater Depth.

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 'Outcomes' for planning document. Short term planning will be based on these.

Impact of our Foundation Subjects Curriculum

- *A clear coherent curriculum*
- *Focused learning intentions taken from skills ensure lessons have a clear learning point*
- *Pupils have some ownership over learning- encourages engagement*
- *Flexible theme- interested pupils continue their learning outside of the classroom*
- *Promote transferable skills*
- *Clear assessment procedure to ensure teachers are aware of each pupil's needs*

Communication

Aqueduct Primary School will clearly indicate the Intent, Implementation and Impact statements for each of the foundation subjects, available on the school's website. In addition, the following documents for parents and carers to download from the school website will be available:

- *Curriculum Overview outlining what will be taught during the academic year;*
- *Knowledge and Skill, progression Maps outlining the knowledge and skills pupils are expected to develop and apply;*
- *An overview of content taught for each year group, so that parents have an understanding of what their child/children should know at the end of each year.*

Links to other policies and documents

- *The National Curriculum;*
- *Foundation Subjects Knowledge and Skills progression Maps;*
- *Curriculum Overviews;*
- *Planning, Assessment and Marking Policy;*
- *Equalities Policy;*
- *Home Learning Policy;*
- *Relationships and Sex Education (RSE) Policy;*
- *Teaching and Learning Policy;*
- *English Policy;*
- *Mathematics Policy;*
- *Science Policy;*
- *Collective Worship Policy*
- *EAL Policy;*
 - *SEND Policy;*

- EYFS Policy;
- Subject Leads Intent, Implementation and Impact statements

Equalities

Aqueduct Primary School will ensure that it complies with its duties under the Equality Act 2010 and have due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act.

Safeguarding

Aqueduct School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have an up to date Child Protection Policy and procedures in place which we refer to in our prospectus. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

Our Designated Safeguard Leads (DSLs) are: Tammy Lockley, Jo Clarke, Cara Duppa, Ash Palin and Eloise Harrow (SENCO) and Lisa Batchelor (Inclusion Support Manager).