# Foundation Subjects Curriculum Policy.

# The Beacon Federation

(Dickleburgh C o f E and Garboldisham C of E Primary Academies)

MC V4 Oct 2024

**1. Intent**

At the Beacon Federation of schools**,** we aim to provide our children with a Foundation Subjects' curriculum which is broad, well balanced and both stimulates and encourages learning. Through a positive and caring environment, we provide the opportunity for every child to reach their full potential.

Our intention is to enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. We embrace Christian values and support pupils' spiritual, moral, social, physical and cultural development and in doing so, ensure all children are ready for their next steps.

We deliver programmes of study that meet the National Curriculum requirements and beyond and ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.

## 2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## 3. Roles and responsibilities

### 3.1 The Governing Body

- The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
- The governing body will also ensure that:
- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

### 3.2 Headteacher

- The Executive Headteacher is responsible for ensuring that this policy is adhered to, and that:
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Senior Leadership Team
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is advised on academy development targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 All Staff

All staff will ensure that the school curriculum is implemented in accordance with this policy. All teaching staff, who have completed their NQT or ECT period, in school are responsible for leading a subject area. As part of this role they monitor the teaching and learning of their subject and ensure that all staff have the subject knowledge and resources they need to effectively teach all subjects.

## 4. Learning Means the World

**Implementation**

Both Dickleburgh and Garboldisham are rural, small, village primary schools with a mainly white British demographic. We believe our pupils need to be outward-facing to recognise their place in society, with the potential to make a positive contribution within their own community and on a global scale.

We focus on personal development and are committed to preparing our pupils to become lifelong learners. We want to open the doors of opportunity to each pupil, developing their multiple intelligences.

We believe the curriculum should be connected, evidencing clear progression and should demonstrate a consistent approach to teaching and learning.

We use our own Beacon version of the Dimensions 'Learning Means the World' Curriculum (LMTW), which is underpinned by four highly relevant world issues, known as the four Cs:- •

- **Communication,**
- **Conflict,**
- **Conservation,**
- **Culture**

These World Issues form the basis of a creative, thematic curriculum, which is both arts rich and knowledge rich. With the progressive Beacon LMTW curriculum and through aspects such as pupil-led activities (independence) and high ability tasks (resilience), we challenge our pupils to extend their learning.

The Thematic Units are cross-curricular in nature, covering traditional subjects - ***science, history, geography, art, design technology, music, dance, drama, computing / ICT*** - as well as more contemporary areas of study, such as sustainability and personal wellbeing. These are all set within a global context, but also explore more local aspects of the theme. The built-in progression and continuity within our curriculum through a progressive Skills Ladder and Knowledge Building focus means that staff can concentrate on developing memorable learning for the pupils. Making lessons fun and creative, by using the practical, hands-on activity ideas as a springboard, staff can be confident of a consistent whole school approach.

We believe that communication is key to accessing learning and securing pupils' future success. We are committed to developing language for learning and use both a generic learning lexicon and theme / subject specific lexicons across the curriculum.

**Impact**

CONFLICT

By the end of Key Stage 2, pupils will be able to define conflict and explain the key reasons as to why conflict exists. They will also be able to give specific examples of conflict, both past and present, on a local, national and global scale. On a personal level, they will learn how to handle disagreements constructively and resolve their differences peaceably.

COMMUNICATION

By the end of Key Stage 2, pupils will be able to communicate in ways that build and maintain positive relationships through focused listening, confident speaking, sharing ideas and explaining clearly. They will know

how communication has developed through time and the chronology of technology, now our current main means of communicating. They will also learn how to communicate in an assertive way, avoiding conflict through mutual respect.

CULTURE

By the end of Key Stage 2, pupils will be able to define and identify the characteristic features of culture and understand why cultural diversity is important. They will be able to talk about the features of a range of different cultures from around the world, explaining some of their similarities and differences. They will also learn how culture affects perception and influences behaviour.

CONSERVATION

By the end of Key Stage 2, pupils will be able to define conservation, outline key areas e.g. biodiversity and understand why it is such an important world issue. They will learn how we can live more sustainably, understanding the importance of natural resources and renewable energy. On a personal level, they will learn how they can make a difference by reducing their carbon footprint and behaving in a more environmentally responsible way.

**R.E.**

Religious Education is a curriculum entitlement for all children and the school follows the new Norfolk "Syllabus for Religious Education 2019". The purpose of RE is to ***help children and young people to hold balanced and well- informed conversations about religion and belief.*** In order to fulfil this purpose, we advocate that R.E. needs to provide a balance between three disciplines. These are:

**Theology:** This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

**Philosophy:** This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.

**Human/Social Sciences:** This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

Religious Education does not seek to urge religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Parents have the right to withdraw their child from Religious Education. Suitable alternative provision will be made.

**P.E**

The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have the opportunity to compete against other schools.

Physical education is important for developing healthy lifestyles in young people and at the Beacon Federation we provide a wide variety of physical activity and opportunities to develop sporting skills both during and outside the normal curriculum hours.

We use GetSet4PE which gives us access to a full curriculum of engaging, interactive P.E lessons for each year group with each lesson containing clear, progressive learning objectives; differentiated activities and videos to support the narrative.

Teachers can quickly assess and monitor the progress of each individual easily within the curriculum whilst coordinators can track children's levels of participation and competition in extra-curricular clubs, events and competitions

**Modern Foreign Languages**

At the Beacon Federation, we believe that learning a foreign language is a valuable and worthwhile experience for all children. Pupils in Key Stage 2 at Dickleburgh take part in a weekly Spanish lesson, and at Garboldisham Year 5 & 6 pupils have a weekly Spanish lesson, where they are all able to practise their speaking, reading and listening skills. Our pupils will also have the opportunity to write in the target language and will learn about Spanish grammar and phonics. Intercultural understanding will be explored with all classes and will be linked to current events where appropriate.

**Spiritual, Moral, Social and Cultural**

There are numerous opportunities for supporting the pupils' Spiritual, Moral, Social and Cultural development through all areas of the curriculum. ***Spiritual*** development is promoted through RE sessions and whole-school and class based Collective Worship. ***Moral*** development is promoted through our school values, Golden Book and RSHE curriculum as well as taking part in national day events such as Hello Yellow Day, Children in Need, Sports Relief etc. ***Social*** development is promoted through a wide range of collaborative learning experiences and opportunities including Learning Partner activities, House Captain, Assembly Ambassador, Subject Ambassador, Prefect, and Class and School Council member. ***Cultural*** development is promoted through our Learning Means the World themes, RE and RSHE curriculum, MFL lessons and participation in and learning about various different festivals.

**British values** are at the heart of the education offered at the Beacon Federation academies. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We achieve this through our LMTW curriculum themes, additional RSHE learning, our Collective Worship programmes and through our choice of reading and research resources.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups with appropriate support and scaffolding, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Further information can be found in our SEND policy and information report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits/learning walks
- Subject Lead Discussions
- Subject leader reports to governors

- Pupil Voice Interviews

Subject leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Planning audits
- Book and Display Audits • Pupil Voice Interviews

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

**Assessment**

The principles that underpin assessment of the Foundation Subjects at the Beacon Federation are:

Children have an entitlement to an assessment process which:

- Accurately identifies and tracks their progress
- Highlights strengths and difficulties, together with strategies to manage them
- Raises the expectation of success and celebrates a broad range of achievements
- Provides reliable and credible information to support progression in learning
- Is motivating and actively involves them in review and self-assessment procedures.

In our school, teachers have an entitlement to assessment and recording procedures which:

- Are based on clear and shared criteria
- Are manageable, sustainable, consistent and useful
- Meet statutory requirements
- Support quality teaching and learning
- Yield reliable and valid assessment

From our school, parents have an entitlement to assessment and reporting practices which:

- Highlights their child's success and progress
- Identifies weaknesses and explains how they will be addressed
- Provides them with opportunities to review and discuss their child's achievements
- Ensures information about their child is detailed, specific and easy to understand

We see assessment of the Foundation Subjects as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Teachers at the Beacon Federation use a variety of methods for assessing foundation subjects. Each class has an assessment folder which travels through the school with them – this allows us to build a bigger picture of pupils' learning journeys. The main source of assessment will be the professional judgements of our teachers and their knowledge of their pupils and the curriculum. The following methods will back up these judgements and provide the appropriate evidence:

- Examples of verbal comments-shared for all staff and SLT on our shared drive
- Phase skills tracker documents for each Foundation Subject
- Pupil Self-Assessment comment sheets
- Vocabulary Quizzes

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- English Policy
- Maths Policy
- Religious Education Policy
- RSHE Policy
- SEND Policy and Information Report