

Field Junior School Foundation Subject Curriculum Policy

Field Junior School is an inclusive school. We are a happy school where learning, achievement and respect are valued by all. We see our school as a safe and happy environment where children will enjoy a wide range of educational experiences led by a motivated and well supported staff.

Introduction

This policy outlines the teaching, organisation and management of the foundation subjects taught and learnt at Field. The foundation curriculum covers: Art and Design, Computing, Design and Technology, Geography, History, Modern Foreign Languages, Music, R.E., Science and P.E.

Key Principles

Foundation Subject Co-ordinators have used the National Curriculum, the Hertfordshire Agreed Syllabus for R.E. and the Hertfordshire Programme of Computing to create the Field Junior's Foundation Subject Curriculum programme of study (from now on referred to a FSC) [Appendix]. The FSC identifies the knowledge and skills learning objectives for each subject in each year group. Our foundation subject planning is directly informed by the FSC.

Foundation subjects are taught through comprehensive, short-term topics. Topic work allows children to make meaningful connections between subjects and learning, whilst retaining the distinct rationale of each subject area and developing core skills.

Topic plans vary in their length and scope. Thematic planning may encompass many different and relevant subject areas that are pulled together through context or may be shorter and focused on a particular area of subject curriculum with some strong cross curricular links to other subjects.

The children's work is compiled into a Topic Book. The Topic Book will encompass all work regarding that topic. In the case of large scale or 3D pieces and interactive activities, photographs, evaluations or children's diagrams may be used as evidence. Topic work is well presented, includes an appropriate learning objective and each piece of work is recognised by the teacher. Worksheets for worksheets sake are avoided.

Opportunities are given for children to use, apply and practise their English and Maths skills within topic work. All topic plans include an opportunity for extended writing and when appropriate other skills are included, such as; reading comprehension, data handling, measurement etc. This should be evidenced in the Topic Book.

Planning

Planning formats must be legible and easy to follow. A format for planning has not been established as of October 2015, instead, teachers are allowed to use the format they find most effective.

There are two forms of planning- long term and topic plans. Teachers in each year group can plan their topics, content, activities and trips according to the FSC.

Long Term Planning:

- At the beginning of the year, year group partners must map out their topics showing how they will cover the foundation subjects and how it will link to their English studies.
- Long term plans must include names of topics, what subject areas are included and the intended length of each unit. This provides a general guide for the year.
- Long term plans are monitored by the Curriculum Co-ordinator to ensure that coverage and progression are achieved and avoid repetition of popular topics.

Topic Planning:

- Each topic plan must show a breakdown of what subjects are being taught, what objectives are being covered and a brief description of the activity/ work to be produced.
- Science, history and R.E. plans should show two objectives: one identifying the skill (historical/ scientific found in the blurb at the top of each subject area in the FSC) and one identifying the content that is being covered.

Whole School Event Planning:

In the first half of the Autumn Term, the Curriculum Co-Ordinator is responsible for collating and diarising whole school events that may impact planning and teaching across the school. This includes annual whole school events and notable events for the upcoming year. [Appendix]

Assessment

Children will be informally assessed against their year group objectives based on teachers' observations and evidence in their topic books. This will be reported to parents as part of their annual school report. School Reports have been edited to reflect the changes to the National Curriculum and the progression of skills as outlined in the FSC.

Monitoring, Evaluating and Reviewing

Whole School Monitoring:

- Planning:
Long term planners are scrutinised by the Curriculum Co-ordinator for coverage, cohesive links in topics and progression of skills development. This is mapped into a Whole School Topic Overview by the Curriculum Co-ordinator. [Appendix]

Topic Plans are scrutinised by the Curriculum Co-ordinator and Assessment Co-Ordinator. Improvements and edits are passed back to the staff during inset to ensure high quality planning. The Curriculum Co-ordinator supports cross curricular planning across all year groups.

- Books:
Topic books from a range of children in each year group will be monitored by the Curriculum Co-ordinator and the Assessment Co-ordinator to ensure high quality work, coverage and skills progression is being evidenced and parity across the year group. General feedback is given during staff inset and informal feedback is given to individual teachers.

In collaboration with individual subject co-ordinators, the Curriculum Co-ordinator will identify whole school training needs in different skills and knowledge areas through book and planning scrutiny and an annual training audit [Appendix]. Teachers are encouraged to consider their individual training needs as part of their appraisal procedure.

- Foundation Subject Co-ordinators

Subject Co-ordinators will be responsible for the following:

- Raising the profile of and fostering an enthusiasm for their subject within the school
- Supporting the topic planning of their peers by providing expert subject knowledge and key resources
- Delivering staff inset within their subject area
- Editing the FSC alongside the Curriculum Co-ordinator (as and when it is appropriate)
- Maintaining a Subject Co-ordinators file [See Appendix]
- Collecting evidence of high standards in their subject as part of the Subject Co-ordinators file
- Liaising with the Curriculum Co-ordinator to ensure standards for their subject are high across the school
- Identifying training needs alongside the Curriculum Co-ordinator
- Sourcing or delivering applicable training where appropriate (courses for teachers and whole staff inset)
- Maintaining subject resources ensuring they are accessible and relevant. This can be achieved through auditing, resource amnesties, organising, storing and sourcing new resources
- Identifying the notable local and national events that raise the profile of their subject. They may want this to be recognised within year groups and whole school (project work, assemblies, competitions, homework, one off activities, celebration days, outside visitors, trips or visits)
- Feeding back to the SLT, The Governors and outside agencies on their subject area alongside the Curriculum Co-ordinator

Monitoring of Foundation Subject Co-ordinator Files:

Subject Co-ordinator Files will be monitored by the Curriculum Co-ordinator annually to ensure an up to date profile on each subject throughout the school is being kept

Foundation Subject Co-ordinator File

What is a Foundation Subject Co-ordinator?

Ofsted states that subject co-ordinators should, “provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils. All teachers, after their NQT year, will take on a subject to co-ordinate. Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in school.”

Individual Foundation Subject Co-ordinators are responsible for raising the profile of their subject and working alongside the Curriculum Co-ordinator to monitor the teaching and learning of their subject across the school (responsibilities as outlined in the Foundation Subject Curriculum Policy)

Foundation Subject Co-ordinator’s File

The co-ordinator’s file should be split into clear sections- School Policy, Inset, Subject Organisation, Monitoring, Evaluating and Reviewing and Resources. A separate evidence file should be kept.

Below is the required information in each section:

Section 1 – School Policy:

- School aims/mission statement
- Copy of parts of the school improvement plan relevant to your area
- Copy of Foundation Subject Curriculum Policy
- Copy of the current subject policy
- Copy of relevant section of the Foundation Subject Curriculum
- Long Term Planners for each year group with subject areas highlighted.
- Enrichment information – visitors, trips, celebration weeks, etc.
- Contact list – advisers, websites, etc.

Section 2 – Inset:

- List of Foundation Subject Co-ordinator’s responsibilities
- Record of Subject Co-ordinator inset attended
- Record of training requests
- Record of relevant inset attended by colleagues including any evaluations
- Record of any training delivered by you as part of staff inset

Section 3 – Subject organisation:

- Relevant section from the last Ofsted inspection
- Adviser reports (where applicable)

Section 4 – Monitoring, Evaluating and Reviewing Resources

- Annual feedback from the Curriculum Co-ordinator
- Annual review of subject across the school- including successes, weaknesses and next steps

- Record of school achievements and participation in local and national events throughout the academic year in your subject- competitions, accreditation, performances, matches etc.

Section 5 –Resources

- Annual audit of resources
- Log of items bought for subject area

Evidence File

The Evidence file should contain 2 pieces of exemplary work in the relevant subject area from each year group per annum. Evidence can be actual pieces of work, photographs, high quality photocopies or recordings.

Layout:

- The file should be split into individual year groups.
- Each piece of work should be dated and have a learning objective.
- The relevant topic plan should be included with the exemplary piece of work with the particular activity highlighted.
- Each piece of work and the relevant topic plan should be stored together in a plastic wallet.
- Supplementary pieces of work (i.e. sketches, evaluations, planning) may be included.

Curriculum Co-ordinator File

What is a Curriculum Co-ordinator?

The Curriculum Co-ordinator is responsible for leading, implementing and monitoring the Foundation Stage Curriculum. They are responsible for monitoring the work of the Foundation Subject Co-ordinators and ensuring that the distinct rationale and skill set for each subject is covered and developed with a topic-based curriculum.

Section 1 – School Policy:

- School aims/mission statement
- Copy of parts of the school improvement plan
- Copy of Foundation Subject Curriculum Policy
- Copy of the Foundation Subject Curriculum Policy
- Copies of all the foundation subject policies
- Copy of the Foundation Subject Curriculum
- Long Term Planners for each year group
- Topic Plans for each topic (to be collated at the end of the year)
- Copy of the Whole School Topic Overview
- Copy of the Whole School Event Calendar
- Contact list – Artsmark, Watford Palace Theatre, Watford Museum, Religious Centres
- Copy of application forms (Artsmark, Active Mark etc)

Section 2 – Inset:

- Copy of Curriculum Co-ordinator's action plan
- Completed staff skills self-assessments
- Record of training requests passed on to Subject Co-ordinators
- Record of relevant inset attended by Curriculum Co-ordinator including any evaluations
- Record of any training delivered by Curriculum Co-ordinator as part of staff inset

Section 3 – Subject organisation:

- Last Ofsted inspection report
- Adviser reports (where applicable)

Section 4 – Monitoring, Evaluating and Reviewing Resources

- Copy of termly book and planning scrutiny documents
- Copy of annual feedback from the Curriculum Co-ordinator given to Subject Co-ordinators
- Annual review of subject across the school- including successes, weaknesses and next steps
- Copy of evaluation of Subject Co-ordinators' files
- Copy of feedback given to the SLT and minutes of SLT meeting as appropriate