

WEST PARK SCHOOL



Foundation Subjects Policy

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West Park CE Primary Foundation Subjects Policy

Foundation Subjects Team

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- **Geography- S Fitzscott**
- **MFL- C Wilkinson**
- **DT- A Norman**
- **Art- V Hasler**
- **Music- L Buckham**
- **PE- M Duarte, S Bingham-Mee**

Rationale

This policy is a reflection of our school's creative curriculum where we promote cross curricular learning and give teachers the flexibility to deliver a curriculum more relevant to the children, based on developing skills. This enables foundation subjects to be linked and incorporated into core subjects and via versa. This policy supports the new National Curriculum 2014.

Aims

- To establish an entitlement for all pupils;
- To establish expectations for teachers of these subjects;
- To promote continuity and coherence across the school;
- To state the school's approach to these subjects in order to promote public and particularly parents' and carers' understanding of the curriculum.

Importance of Foundation subjects in the curriculum

Computing

All classes have access to a wide range of resources such as digital camera, iPads and our school ICT suites. Computing is embedded throughout the whole curriculum and provides pupils with access to information beyond the classroom. We also teach ICT and discreetly and cases are allocated a weekly session in the ICT Suite.

History

The aim of history teaching here at West Park CE Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and,

by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Geography

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw, locate key features and interpret maps and they develop the skills of research, fieldwork, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

Modern Foreign Languages

Aims and objectives

We teach a foreign language to all children as part of the normal school curriculum. We do this for several reasons. Firstly, we believe that many children really enjoy learning to speak another language. Secondly, we also believe that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is a good idea to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

We aim to:

- foster an interest in learning other languages;
- introduce young children to another language in a way that is enjoyable;
- make young children aware that language has structure, and that the structure differs from one language to another;
- help children develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study.

Design Technology

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

It is the expectation of West Park CE Primary that children in KS1 and KS2 will take part in Food Technology activities on a termly basis. Children will be given a list of ingredients a week before each session in order for parents to provide these.

Art and Design

The aim of teaching art and design at West Park is to stimulate creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. They learn to make informed judgements and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Music

Aims and objectives

It is our belief that Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We do this through our involvement at such events as Year 2 Summer Sing, local church events and performances at school involving the community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised 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;
- develop the interrelated skills of performing, composing and appreciating music.

Physical Activity

Aims and objectives

At West Park CE Primary School we aim to develop the 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 activities promote an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives. West Park believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

The objectives of teaching PE in our school are:

- enable children to develop and explore physical skills with increasing control and coordination;
- encourage children to work and play with others in a range of group situations;
- develop the way children perform skills, and apply rules and conventions, for different activities;
- show children how to improve the quality and control of their performance;
- teach children to recognise and describe how their bodies feel during exercise;
- develop the children's enjoyment of physical activity through creativity and imagination;
- develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- provide the minimum of Physical Activity of 2hrs a week through Jump Start Johnny , break times/lunchtimes and formal P.E lessons and to provide opportunities for further activities/signpost children to clubs.
- to increase participation through extra-curricular clubs and increased competitive opportunities, in-line with the new curriculum.
- to provide a yearly written report, outlining how the sport premium funding has been spent in the best interests of the children in regards to PE.

West Park Health and Safety in PE lessons and after school sports activities

The importance of safety in the PE environment is stressed immediately the pupils join the school and they are continually reminded of the need to look after themselves and others whenever participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground. The learning environment and equipment are checked prior to use. This is to enable pupils to participate in physical education lessons which provide appropriate challenge within acceptable levels of risk but with no danger. It also provides consistency in practice in order to establish a secure working environment.

For pupils to be excused from Physical Education lessons, they must have a letter written, signed and dated by the parent/guardian. With regards to pupils continuously being excused from PE on medical grounds, a doctor's certificate must be obtained explaining the reasons to abstain from activity and an expected date they will resume normal activities.

Specific arrangements for specific lessons/activities:

In all PE lessons the co-ordinators strongly recommend that teachers play modified, non-competitive games. Teachers should not participate in any games apart from demonstration situations of specific techniques.

All pupils have an entitlement to access physical education and school sport in an appropriate form. All special needs exist on a continuum: therefore staff should consider pupils needs on an individual basis taking into account their individual care plan.

Staff are responsible for making sure that all children are warmed up and cooled down correctly and that they have stretched before undertaking any physical activity.

Children should not be left unattended in changing rooms, halls or equipment garage. An adult should accompany children to get out and put equipment away.

If any equipment appears unsafe or is damaged it should be removed from the storage area and reported to the PE Co-ordinator immediately.

Teaching Style

Pupils need to learn how to participate independently, where appropriate, and opportunities need to be provided to develop their confidence through a range of teaching style.

Instructions should be clear and consistent. A clear expectation should be established that rules are followed by all, both the rules of the specific activity and those that staff have put into place as part of their routine practice.

Emergency Action

Any emergency action should follow school policy.

Clothing/Footwear

No jewellery should be worn on the grounds of safety, to protect the child, the other children and the teacher from personal injury. If the activity is a non-contact, relatively safe sport, children who have "newly- pierced" ears may be allowed to wear earrings for a period of two weeks as long as they are covered with a sticking plaster. The onus should be on the parent(s)/guardian and the child to provide and implement this.

If jewellery or any item of clothing deemed to be dangerous for participation in PE cannot be removed due to cultural or religious beliefs, authorisation must be given in writing from the parent or guardian for their child to participate. Using surgical tape or cellotape to secure jewellery to the area on which it is being worn is acceptable in these circumstances.

Pupils change into the agreed clothing and footwear for each activity. This includes suitable clothing for outside wear on colder days. Long hair is tied back.

Gymnastics and dance are undertaken barefoot, though there are some forms of dance and some styles that may require footwear. If the dance style is high impact, the footwear should have support to prevent injury. Staff and children should check the floor prior to the activity to ensure it is safe and suitable. Children who have verrucaes may wear shoes during the period of treatment. Recent medical advice on verrucaes suggests that they may not be necessary.

When working inside or out, the footwear should be appropriate for the activity being undertaken and the condition and nature of the playing surface. If a grassed area is wet, staff should give careful consideration to the organisation of the activity, particularly if the pupils are wearing a range of footwear. Care should be taken to ensure footwear is close fitting, fit for purpose and provide secure footing. In competitive situations similar types of footwear should be worn. When studded boots are worn it is advisable that pupils wear shin pads.

Hockey

Playing surfaces should be checked for hazards.

Hockey sticks should be maintained in good condition and never used when damaged.

All children must use plastic sticks and tennis balls.

Before starting lesson talk through safety elements, put the ownership on the children, but make sure everything has been covered.

- Sticks should not go higher than waist height.
- Heads should not go lower than waist height.
- Hockey sticks should be in good condition.
- Equipment should be respected and safely put away.

During competitive inter school games players must wear gum shield and shin pads, goalkeepers need to be suitably equipped and protected – these must be strongly recommended to after school club members.

Football

Children should not be wearing boots or shin pads.

During competitive inter school games players must wear boots and shin pads – these must be strongly recommended to after school club members. (Players without can NOT participate with players who have the aforementioned equipment)

Rugby

No contact rugby.

No boots to be worn.

During competitive inter school contact games, players must wear gum shield – these must be strongly recommended to after school contact club members.

Cricket

When using a hard ball all batters and wicketkeepers must wear appropriate protective wear (helmets, boxes, pads and gloves for batting).

Fielders must be at least 10m from the striking batter.

Basketball

The court surface should be clean, firm, dry and non-slip. Court perimeter should be free from hazards.

Basketballs should be inflated correctly and be free from splits and tears.

Netball

At least three children should carry posts from storage area. Children should **never** erect posts; this should always be done by the teacher or adult in charge.

Rounders

Running areas should be flat and free from hazard. Rounders posts should be securely based, of appropriate height and have rounded tops.

Rounders bats **should** be carried when running between bases and **never** thrown down.

Children should stand at least 3m away from batting square.
Backstops should always position themselves so to avoid backswing.

Gym/Dance/Indoor athletics

Pupils should carry equipment sensibly and appropriate numbers should carry different pieces e.g. four pupils to one mat.

Mats are designed for very specific purposes. Gymnastic mats are designed to cushion landings from a height and provide comfortable work surface for rolling and other gymnastic skills. Should a child fall, mats may reduce the likelihood of injury rather than preventing it. Teaching the technique of safe landings is essential.

Spring boards should not be used in gymnastics.

If children are supporting each other or taking part of a partner's weight during an activity they should be aware of each of their safety, communication is essential and this should only be part of the lesson if the teacher feels the children are confident and able.

Extreme weather conditions

Outside activity in strong sunshine, should be only carried out for limited periods only and children should have access to shade, liquid and sun cream.

Children should wear additional clothing for outside activities in the winter. Teachers should make decision about safety of children in wet weather conditions and should be aware of safety in terms of wet playing surfaces.

What pupils should know

Pupils should be aware of their role in risk assessment and management in relation to others, clothing, equipment and working/playing surfaces; they should understand the significant impact they can have by being aware, and making both staff and other pupils aware, of any safety concern they might encounter.

The importance of adhering to rules and conventions relevant to each activity, in order to reduce levels of risk to themselves and others.

That all games activities require significant levels of cooperation and communication with both teammates and opponents.

For further guidance on any safety issues for particular activities/games please refer to 'Safe Practice in physical education and school sport' which can be found in the staff room.

Planning and recording

Our medium term plans give details of lessons to be taught in a term. These plans are developed by the year team ensuring coverage of the key skills for foundations. A Subject is taught in block rather than elite once a week where possible, enabling teachers to provide a curriculum and learning environment that is relevant to the pupils. Lessons and children's work are recorded in pupils Art Book.

Assessment

Pupils' progress is monitored by the class teacher and summative assessments are made at the end of each term. Work samples and data is analysed by the foundation team and further actions are decided. Developmental marking is used daily in literacy and numeracy and is also used across Foundation subjects. Teachers developmentally mark at least one piece of work for each subject termly, per child. We are always looking at new methods of assessment and currently developing a new assessment format in line with the new curriculum.

Monitoring

Foundation Subject Leaders have ½ day of monitoring each term to monitor planning for coverage and extended/ embedded opportunities, pupil voice and displays and moderation of collections of work.

Equality of opportunity

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity, or special educational needs. An appropriate time for

foundation subjects will be provided for all pupils to meet the requirements of the new National Curriculum.

We recognise that we have children of differing ability in all our classes and so we provide the learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Allowing the children to have a say in what and how they learn.
- Setting common tasks that are open ended and can have a variety of responses;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges with different resources:
- Using additional adults to support the work of individual children or small groups.

Pupils will be introduced to a wide range of cultures and traditions from around the world and consider the contexts and purposes underpinning their images and artefacts. Emphasis will be given to reinforcing the values of cultural diversity; developing understanding and appreciation of the different ideas, values and beliefs encountered within a multicultural society. All pupils will be encouraged to value their own heritage and that of others.

Resources

Resources are currently stored in each year group and in the Technology room. The foundation team are responsible for ordering resources and liaise with year groups to find out what is needed.

Health and Safety

Please refer to the school’s Health and Safety Policy.

Review

The outcomes of monitoring and evaluation and subject review will prioritise the needs for renewing or adding to resources and meeting and identified personal development and training needs.

Monitoring to be done by senior management and the foundation team, in line with the school improvement plan, inform curriculum and resource development and staff support.

National changes will be taken into account, matched with whole school priorities.

Signed: _____ Date: _____
(Headteacher)

Signed: _____ Date: _____
(Chair of Governors)