

Work hard. Aim high. Have fun.



Folly Hill Infant School

SCIENCE AND FOUNDATION SUBJECT POLICY KS1

Curriculum suite

Signed Chair of Governors

Signed Headteacher

Date: Spring 2019

Review Date: Spring 2021

INTRODUCTION

Folly Hill Infant School teaches the statutory National Curriculum's programmes of study. The National Curriculum provides an outline of core knowledge around which Folly Hill staff will develop exciting and stimulating lessons.

This policy outlines the teaching, organisation and management of science and the foundation subjects taught and learnt at Folly Hill. The foundation curriculum covers: Art and Design, Computing, Design and Technology, Geography, History and Music.

RE, PSHE and PE see separate policies

AIMS AND OBJECTIVES

We follow the Aims and Objectives for each subject as stated in the National Curriculum.

LEARNING and TEACHING

We recognise the fact that in all classes there are children of widely-different abilities and with different learning styles. In all curriculum subjects we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty - not all children complete all tasks
- grouping children by ability in the room and setting different tasks for each ability group
- using mixed ability groups
- providing resources of different complexity depending on the ability of the children
- using classroom assistants to support children individually or in groups.

PLANNING

We use Cornerstones alongside the National Curriculum to plan a topic based curriculum which includes Science, Art and Design, Computing, Design and Technology, Geography and History.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we will build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

Long Term Planning

- details what is to be taught over the year provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures that children have complete coverage of the statutory content of the National Curriculum without repeating topics

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific learning objectives
- The class teacher keeps these individual plans, although he/she and the subject leader often discuss them on an informal basis.

Music is planned and taught through Music Express and learning to play the recorder in Year 2

Inclusion

Teachers are required to set high expectations for every pupil ensuring work sufficiently stretches all pupils – including those children who are working above the expected standard. In addition, work is planned at the appropriate level for those children who are working below expectations or who come from disadvantaged backgrounds. Teachers are required set ambitious targets which pupils are aware of and able to talk about. In addition, teachers ensure that planning evidences that there are no barriers to achievement and attainment. For children who have English as an additional language teaching opportunities help to develop their grasp of English and aim for children to access all subjects. Children are encouraged to debate various issues, as well as being encouraged to develop high level questioning skills in order to steer their own learning.

CHILDREN WITH SPECIAL NEEDS

We teach all of the curriculum subjects to all children irrespective of their ability. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Learning Pathway.

ASSESSMENT AND RECORDING

Teachers observe and assess children's learning in a variety of ways such as verbal discussions and response to questions, marking and response to written work and formal assessments where appropriate. Judgements are made throughout the year as part of the Continuous Provision method of working as well as at the end of specific units in relation to the National Curriculum. These are used as a basis for reporting on the progress of each child both to parents and to the next teacher.

RESOURCES

The school has a full range of resources to support the teaching of foundation subjects throughout all year groups. Resources are upgraded and replenished when the need arises. A resources list is included in medium term planning so resources can be budgeted for each year.

MONITORING AND REVIEW

The cornerstones co-ordinator will monitor throughout the school and offer support when necessary. She/he will attend relevant courses and lead staff training sessions. An annual report will be provided to the head teacher. Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinators supported by the Headteacher and the SLT.

Standards will be monitored by:

looking at pupils learning

learning walks

subject observations

pupil discussions

general curriculum discussions

For the Early Years please see EY policy