

# Lancasterian Primary School

## Foundation Policy



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### Appendix 1 – Current Curriculum Subject Blocking and Timetabling Overview 2024-25

#### **1. Rationale**

At Lancasterian Primary School, we are dedicated to delivering an exciting and stimulating Foundation curriculum. We believe that it should be a broad, balanced and relevant curriculum and should meet the needs of all children. From Spring of 2020 we have implemented a new way of teaching Foundation. We teach each subject in either a one or a two week block to ensure a rich, rigorous and progressive coverage. We use The Lancasterian Approach to Learning across all subjects to embed learning, encourage independence and enthuse children and staff. By experiencing a wide range of opportunities, we believe that children have the potential to achieve and be the best they can be.

Foundation is taught through Keys Stages 1 and 2 and covers the following subjects:

- Art and Design
- Design and Technology
- Geography
- History
- RE
- Computing
- Music

Although taught as separate subjects, teachers also make clear cross-curricular links and links to English and Maths in order to promote high standards, especially in reading and writing.

Through Foundation, and especially in PSHE, each class will also spend time learning about the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This organically ties in with our school vision and values, which are also explored throughout our Foundation lessons.

#### **2. Planning and timetabling**

Curriculum maps for planning are provided for all KS1 and KS2 teachers. These plans have been designed not only to cover the national curriculum, but to take the children further in their understanding and

knowledge of the world. Our curriculum has been redesigned with the support of academics such as Christine Council, and the support of the Haringey Educational Partnership. Our new curriculum specifically draws in to up-to-date issues such as global warming. Furthermore, it is rich in its BAME coverage as influential people from all backgrounds are discussed in all foundation subjects.

Teachers use their curriculum maps to see where their children are in their learning journeys. Each member of staff can see what knowledge a child has been taught in previous years, and how what they are teaching now relates to that. Teachers are also able to see where children will be going next on their learning journey and this helps children and teachers understand the relevance of the knowledge that is being taught. Curriculum maps are shared to ensure all teachers have an understanding which goes beyond their year group.

### **3. Teaching of Curriculum**

Each subject is taught in either a 1 or 2 week block. This enables children and teachers to become fully engrossed within this subject. Children can therefore take on the mind-set that they are working as a Historian, a Geographer, an Artist or as a Designer. The Lancasterian Approach for Learning also runs through foundation. This enables teachers to challenge all pupils through their planning and deliverance of each subject. Each subject is knowledge rich, with skills also being taught through relational and extended challenges.

On a weekly basis, 3 hours of foundation is taught in KS1, and 3 hours and 45 minutes of foundation is taught in KS2. Some Foundation lessons may last a whole afternoon, while others may be shorter. PSHE and RE are taught on a bi-weekly basis.

### **4. Recording**

Foundation is recorded in books 3 times a week. Recording in books can and is done in a variety of ways; including writing, drawing, rough note-taking, photographs, photocopies of group work, printouts of flipcharts, recording of practical activities, etc. PSHE is also expected to be recorded twice a half term.

### **5. Assessment and Monitoring**

Foundation is assessed in the same way as our core subjects. Through Solo Explorers lessons, teachers are able to see where a child is working at within each subject taught. Children are assessed on their knowledge and skills for each subject.

Following on from this teachers fill in the Pupil Attainment Grids (PAGs) which give them a clear understanding of where each child is working as well as how well objectives have been achieved across the class. They also provide a percentage summary of children within their class who are working Below, at ARE and GD, allowing teachers to reflect on what has been taught. This system also ensures that teachers are planning effectively to meet expected objectives.

Books are looked at each term in a QAR. This is a meeting between the class teacher and a middle leader for foundation and the deputy head. These meetings are a great way of teachers sharing how they are teaching and recording.

### **6. Scaffolding**

At Lancasterian, we believe in potential for every child. Each Foundation lesson is structured using the Lancasterian Approach to Learning. This enables all children to make small steps throughout their learning with the goal that every child is able to reach the Relational and Extended activities. Teachers will adapt their teaching to cater for all learning styles and support children to make these smaller steps to develop their understanding and knowledge.

Scaffolding within lessons caters for children who need more support, and extension for those who need more challenge. This can come in many different forms, for example, the use of adult support or mixed

ability work with peers supporting each other. Evidence of different learning styles and differentiation/scaffolding is seen in children's books. These are checked regularly through Foundation QARs.

### **7. Links with Parents/carers and Homework**

Parents and carers can share learning with their children by getting involved in Foundation projects. Children are often set optional homework projects for Foundation. It is recommended that these are given to children to complete over a half term, Easter or Christmas holidays.

Class sharing assemblies usually focus on what has been taught in Foundation. This also gives parents/carers an opportunity to come into school and share learning with children.

The curriculum maps are available on the school website so parents/carers can access what children are being taught.

### **8. Trips**

We, as a staff, agree that trips can be an enriching experience for learning, and can provide real life experiences to the children. As a result, teachers are encouraged to arrange one Foundation trip per half term. Parents are usually invited to support children and join in with their new experiences.

### **9. Role of the Foundation Middle Leaders**

At Lancasterian we also have a member of staff in charge of each subject within Foundation. These members of staff work collaboratively to ensure the best possible Foundation curriculum is provided and delivered throughout the school.

The role of the Foundation Middle Leaders is:

- To monitor the quality of teaching of Foundation through planning checks, QARs, learning walks and lesson observations.
- To coordinate the teaching of Foundation subjects within the school.
- To ensure continuity and progression of the teaching and learning of Foundation subjects across the key stages and the school.
- To order and maintain resources, whilst managing the budget.
- To support staff who are less confident with teaching Foundation subjects.
- To feed back to the teaching staff from any CPD they undertake.
- To provide where necessary, INSET staff training and development.
- To show, by example, good Foundation teaching.

### **10. Conclusion**

'Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching, which challenges them and shows them what they can do. When there is joy in what they are doing, they learn to love learning.' (Excellence and Enjoyment: A strategy for primary schools, DfES, 2003)

At Lancasterian, we encourage children to 'love learning' and become independent learners. Creativity, knowledge and skills are crucial within this. Through our approach to Foundation, we aim to create Geographers, Historians, Artists and Designers for our community. We provide a structure for creative and inclusive teaching and learning, which is at the heart of the ethos of our school.

## **Appendix 1: Current Curriculum Subject Blocking and Timetabling Overview 2024 - 2025**

*n.b. Food tech must be taught once per half term, in any lesson. If it is covered in DT, you do not need to plan an additional lesson.*

Week	Subject	Friday lesson	Term
1.	FIRST WEEK BACK	PSHE	Autumn 1
2.	History 1	Digital Literacy	
3.	History 2	PSHE	
4.	Geography 1	RE	
5.	Geography 2	PSHE	
6.	Black History Week	RE	
7.	Science 1	PSHE	
8.	Science 2	RE	
9.	Art 1	Digital Literacy	Autumn 2
10.	History 3	PSHE	
11.	History 4	RE	
12.	Science 3	PSHE	
13.	FILM/CONFERENCE WEEK	RE	
14.	Science 4	PSHE	
15.	Science 5	RE	
16.	Geography 3	Digital Literacy	Spring 1
17.	Geography 4	PSHE	
18.	History 5	RE	
19.	History 6	PSHE	
20.	Science 6	RE	
21.	STEM WEEK	PSHE	
22.	Art 2	Digital Literacy	Spring 2
23.	Art 2	PSHE	
24.	Geography 5	RE	
25.	Geography 6	PSHE	
26.	Science 7	RE	
27.	Science 8	PSHE	
28.	DT 1	Digital Literacy	Summer 1
29.	Art 3	PSHE	
30.	WORK WEEK	RE	
31.	History 7	PSHE	
32.	History 8	RE	
33.	Science 9	Digital Literacy	Summer 2
34.	Science 10	PSHE	
35.	Science 11	PSHE	
36.	Geography 7	PSHE	
37.	Geography 8	RE	
38.	DT 2	RE	
39.	DT 3	RE	
40.	Curriculum Catch-Up	-	