

Lydney Church of England Primary School



'A caring Christian community where every child achieves a love of life and learning'

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

FOUNDATION SUBJECT POLICY

Policy Lead Committee: Lydney Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

A handwritten signature in black ink, appearing to read 'K. Davey'.

K. Davey, Chair of Committee

Date: 9th July 2025

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1. Introduction

This policy is applicable to all foundation subjects. Please refer to the Curriculum 3 I documents and progression documents for more subject specific information. [Curriculum | Lydney Church of England Community School](#)

Please refer to the school's teaching and learning policy for detailed information regarding planning, Christian nature, questioning, assessment etc. [Policies | Lydney Church of England Community School](#)

2. Aims

Our curriculum intends to provide an education where all children can achieve their best, whilst gaining a love of life and of learning, all within a caring Christian community. Our school curriculum is underpinned by both our Christian and British values. The school upholds the British Values of **democracy, the rule of law, individual liberty, mutual respect and tolerance** of those from different beliefs and faiths through all that it does and teaches children to respect each other.

We want to ensure that all children are able to achieve the best possible educational outcomes, as well as being prepared effectively for life outside of school. As a school, we follow the [Early years foundation stage profile handbook - GOV.UK](#) and [National curriculum in England: primary curriculum - GOV.UK](#) to provide the skeleton for the knowledge, skills and milestones that are delivered within our classes.

Our curriculum is underpinned by 5 key drivers that we believe provide our children with the knowledge, skills and understanding they need to succeed. The drivers were carefully selected to meet the needs of the children and the rural community we serve. We recognise that the Forest of Dean is very different to other parts of the UK. We try to include experiences into our curriculum to ensure that children don't miss out on this as a result of living in a rural area. Staff produce topic Curriculum Driver Sheets for each topic taught. As well as the drivers, staff think carefully about how the locality can be used to enhance learning.

World Aware

Our curriculum intends to be based on a range of experiential opportunities to help them understand the world they live in.

We recognise that many of our children do not have exposure to experiences that children in other areas would take for granted; as such our curriculum is planned to provide these experiences. We ensure children's learning, where possible, is based on hands-on experiences; meeting visitors that can inspire children's learning and visiting places of interest that ensure children have first-hand experience of the knowledge they are being taught. We make links to local, national and international places and events making links to equality of opportunity for all.



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Belonging

Our curriculum intends to educate children about their place in the world.

We want our children to develop an understanding of their place in society; within school, their local community, our country and the wider world. Through this, they will learn about inclusivity, diversity and equality of opportunity.

Well-being

Our curriculum intends to raise self-esteem and self-confidence.

Throughout all aspects of the curriculum, the school promotes a Growth Mindset attitude and celebrates the successes of children and the progress that is made. Children learn how to be fit and healthy individuals who can succeed in the world they grow up in.

Spirituality

Our curriculum provides children with opportunities to explore the big questions in the world.

We want our children to grow spiritually, morally, socially and emotionally during the time they spend at our school; to explore the awe and wonder of life and the universe.

Possibilities

Our curriculum intends to raise children's aspirations and set high expectations for ALL pupils.

Our curriculum recognises that a large proportion of our children are from backgrounds where the long-term aspirations may be hindered by previous educational experience or understanding. As such, our curriculum sets high expectations for all pupils and explicitly raises awareness and expectations for future aspirations.

3. Planning and Teaching

Our curriculum is taught through topics which is mapped out for each year group each term. The rationale for this is that 'Topic' teaching allows children to make links between curriculum areas and develop their understanding whilst adding new knowledge to their current understanding. This method also builds enthusiasm in an area of learning and presents numerous opportunities for cross-curricular links. We also recognise that skills/knowledge need to be carefully mapped out to ensure progression. Teachers use progression grids to aid planning and teaching. Children are made aware of the subject being taught and can recognise the skills needed to be a historian, scientist etc.

Each subject has a unit of work which is completed under the broad topic title. Units fit with the main theme to allow links to be made where possible but where appropriate subjects are taught as stand alone units.



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Pupils put the majority of their work into individual subject books or folders. When there is no written evidence photos/videos will be uploaded in subject folders on the school's learning platform 'Seesaw'.

Objectives for foundation subject planning will be taken from the National Curriculum. They will be progressive through the school. We use the Kapow scheme for a number of subjects.

The school meets the statutory guidelines for all foundation subjects as set out in the national curriculum.

Children will be given the opportunity to work in a variety of ways through the different foundation subjects. This may include independent, paired or group activities. The children may not necessarily record all of the work for each subject in their topic books. Marking will be in line with the school's feedback and marking policy. Please refer to this for more information. [Policies | Lydney Church of England Community School](#)

4. Assessment

Class teachers will record judgements (Greater Depth, On Track, Just Below and Below) on the schools tracking system insight for each foundation subject.

5. Roles and Responsibilities

5.1 The Headteacher

The headteacher is responsible for:

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

5.2 The Subject Leader

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.



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- Working with classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all resources.
- Liaising with teachers and holding them to account for the attainment achieved.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of their subject in subsequent years.
- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SIP.
- Liaising with subject leaders from local Primary and Secondary Schools.
- Producing an end of year subject report to the Local Academy Committee.

5.3 The Classroom Teacher

The classroom teacher is responsible for:

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with Lydney Church of England school and The Severn Federation Academy Trust policies.
- Ensuring progression of pupils' skills with due regard to the national curriculum.
- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).



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- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end of year reports.

5.4 The SEND Co-ordinator

The Specialist Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

6. Monitoring

The SLT have a clear programme in place for monitoring subjects.

Subject leaders are expected to monitor in the following ways throughout the academic year:

- Learning walks;
- Pupil conferencing;
- Book scrutiny including Seesaw;
- Planning scrutiny;
- Teaching a class different to their own to elicit their knowledge about the subject.

Subject leaders are required to give staff adequate notice (5 days) and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity is feedback to the SLT and Staff through the relevant meetings. Feedback includes at least three positives and a maximum of three development points.

7. Resources/Budget

Resources for all foundation subjects will be of good quality and used to support teaching and learning. The subject leader will monitor the resources and bid for money from the school's curriculum budget to purchase new materials.



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8. Staff Development

Staff are required to take responsibility for their own CPD within each foundation subject. If a member of staff asks for support then the subject leader can offer this themselves through coaching and mentoring or will find a suitable course for that teacher to attend (subject to SLT approval and budget). Subject leaders may also lead parts of INSET days and staff meetings to 'cascade' information through the school or to train all staff in a particular area.

9. Equality

We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.

Please refer to the Severn Federation Academy Trust Equality and Diversity policy and Special Educational Needs policy for further information. www.sfat.uk/policies

A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:

- Differentiating lessons (through use of resources, tasks, level of support, outcome);
- Using a range of teaching styles to match the range of learning styles represented in a typical class;
- Ensuring the classroom environment is safe and secure and accessible for all.

10. Health and Safety

Please refer to the Severn Federation Academy Trust Health and Safety policy for further details. www.sfat.uk/policies

Before undertaking any activity that may pose a hazard to staff or pupils a full risk assessment will be undertaken. It is the responsibility of the class teacher leading the activity to ensure that this is undertaken.

Any off-site visit will be conducted in line with school policy and the relevant risk assessments completed. Risk Assessments for off-site visits are submitted to e-visits for approval by the EVC.

This policy is available on the school website: www.lydneycofe.co.uk/policies/.

Paper copies are available on request from the School Office.