



**ROKEBY PRIMARY SCHOOL**

PART OF STOWE VALLEY MULTI ACADEMY TRUST

# The Foundation Subjects at Rokeby Primary School

*Science, History, Geography, Art and Design Technology*

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## 1. Subject statement

### Intent

At Rokeby, we've thoughtfully crafted our curriculum with an engaging, creative, and collaborative approach in mind. We are committed to ensuring that every child feels inspired and motivated to learn, embarking on a journey that nurtures their curiosity and individuality. Our dedicated staff work together with our children, parents, and the wider community to create a learning environment that is safe and respectful, where everyone is encouraged to be ready to embrace exciting challenges and explore new ideas in learning.

We believe that education should be achievable for all, regardless of their starting point. By fostering pride in every single achievement, whether big or small, we instill confidence and resilience in our children. Each achievement serves as a stepping stone toward greater success, reinforcing a positive attitude towards learning. Our intent is to develop lifelong skills and interests that our children can carry with them into the future, creating a foundation that encourages a genuine love of learning. Books are at the heart of our curriculum, and we strive to immerse our children in the joy and wonder of literature. This not only enhances their reading skills but also cultivates a passion for storytelling and rich language. Our approach incorporates a variety of creative and hands-on activities that support communication and enable our children to express themselves freely. From interactive group/class projects to individual exploration, we aim to provide numerous opportunities for our children to collaborate, think critically and engage with their peers.

Ultimately, our vision is to inspire every child to reach their full potential while enjoying the journey of education, grounded in pride, respect and a lifelong love for learning. At Rokeby, we are dedicated to not just teaching but also igniting a spark that will guide our learners throughout their lives, ensuring they are well prepared for the world ahead.

### Implementation

In our school, the implementation of our curriculum is all about engaging our children fully and making learning a vibrant experience. We kick things off with a big question that is posed by the class, which really gets everyone thinking. This encourages oracy as pupils discuss their ideas and perspectives. The hook task at the beginning of each topic captures their interest, making them eager to dive in.

To ensure that our children truly grasp what they're learning, we have review tasks where they reflect on their understanding and connect concepts in a meaningful way. At the end of every topic, there is also a presentation task, where children can showcase and explain what they have learnt. Additionally, we organise shared learning events with parents to involve them in the learning process. It's wonderful to see families coming together to celebrate what the children have achieved.

Immersive trips and experiences play a crucial role too; whether it's visiting a museum or exploring local historical sites, these experiences enrich our curriculum and provide real-life context to their studies. Celebration Assemblies are another highlight where we recognise and showcase the hard work of our children, fostering a sense of pride and camaraderie.

Collaboration is key in our class learning experiences. By working in groups, children learn from one another, develop social skills, and boost their confidence in expressing their views. All of these elements come together to create a dynamic and supportive environment, where every child can flourish and thrive on their educational journey.

## 2. Assessment

Teachers use skills of questioning and evidence from prior learning to establish what children already know. This can involve dialogue with colleagues or information from other settings as part of transition.

Teachers use observations of children, questioning and marking to inform next steps of planning and learning. They may edit and adapt their planning and future lessons in reflection of their findings.

Feedback from staff can be both written and verbal. Children also self and peer assess their learning.

Children are able to demonstrate and consolidate what they have learnt during the presentation task.

Through discussion of the 'big question', children can demonstrate what they have learnt and have the opportunity to explore further questions, which will inform future planning.

## 3. Planning and Resources

Teachers use the half termly overviews as the basis for their planning. These overviews specify areas of learning, linked to both The National Curriculum 2014 for Years 1 to 6. Each subject also has a half termly vocabulary map, which highlights key vocabulary that must be taught and used within each half-term or subject.

The half termly objectives for EYFS are linked to our Rokeby EYFS Curriculum and work towards children achieving the Early Learning Goals.

## 4. Children working at Greater Depth Standard

Teachers might use a range of strategies to deepen learning for children working at Greater Depth Standard. These can include:

- Using open ended questioning to probe their higher level thinking skills
- Using higher order vocabulary and teaching advanced vocabulary to GDS children
- Offering enrichment activities or more complex hypotheses for these children to probe
- Fostering independent thinking by asking them to plan, carry out and analyse their own investigations/activities
- Working with a buddy from another year group
- Providing challenges and activities that are differentiated from other learners. This differentiation might be by task, outcome or level of support offered.
- Streamlining work that GDS children can master at a faster pace than their peers
- Offering extended activities or a series of projects to be carried out over time
- Increasing the use of abstract ideas to allow opportunities for GDS children to extend their knowledge and understanding
- Offering open ended tasks to develop GDS children's creative and critical thinking skills
- Offering real world contexts for problem solving
- Expecting GDS children to draw their own conclusions, identify patterns and make generalisations

## 5. The Role of the Subject Leader

- Writing action plans for development of Foundation subjects across the school
- Attending Subject Leader network events with Stowe Valley MAT and feeding back to staff
- Attending other focused relevant CPD and updating staff on new ideas or initiatives
- Organising and promoting events across school
- Holding pupil voice discussions to gather children's understanding and views about the learning
- Collating, considering and responding to the children's ideas as a result of these discussions
- Sending out staff questionnaires to ascertain staff strengths in the teaching of the foundation subjects and to support staff who may indicate that they would like further help
- Auditing, organising and purchasing resources
- Carrying out learning walks or lesson observations to see their subject in practice across school
- Offering advice to colleagues in response to observations
- Keeping colleagues up to date with resources and activities available including useful websites

- Writing and reviewing the school provision map and vocabulary progression grid
- Looking at children's books, learning journals and classroom displays to see evidence of learning
- Looking at and supporting teacher's planning and assessment

#### 6. Parents/ Carers

Parents and carers are involved in their child's learning by:

- Sharing half termly curriculum overviews with families so that they are aware of what is being taught as part of National Curriculum in years 1-6 and within EYFS
- Using home learning activities to consolidate learning that has taken place or to research new topics
- Inviting families into school and Nursery to take part in shared learning activities
- Reporting annually to parents on their children's progress and achievement
- Working closely with Rokeby PTA to provide additional opportunities for the children including educational visits or experiences such as a visiting planetarium

#### 7. Children with SEND (Special Educational Needs and Disabilities)

At Rokeby, staff treat all children fairly and equally, regardless of their gender, race, religion, or ability.

All children matter, are made welcome and are given opportunities to achieve their best.

Rokeby has a very inclusive ethos throughout the school and Nursery and this is reflected in our curriculum, which has ambitious aims that are accessible for all children through its carefully sequenced Progression Maps.

When planning and teaching Foundation Subjects, Rokeby staff will:

- Provide a positive, supportive environment where every child is included in lessons and adaptations are made, as needed, to enable children with SEND to succeed
- Consider the specific needs of pupils with SEND and use targets from their learning plans to provide the necessary means for them to fully access the learning
- Ensure that high quality teaching of Foundation Subjects are the starting point for all children
- Carefully select small group and 1:1 interventions so they are clearly targeted towards the needs of children with SEND and enable them to make accelerated progress
- Plan effectively and specifically for TAs so that their use impacts directly on the learning of children with SEND

As part of high-quality teaching, staff may use a number of the following strategies:

- Scaffolding – modelling how to conduct a practical experiment or investigation for an SEND child or group of children the first time they try an activity; providing writing frames for SEND pupils to refer to enable them to record their findings, leading onto reducing the amount of support offered on a writing frame to enable SEND pupils over time to record their own work
- Providing explicit instructions – breaking instructions down into smaller steps for SEND children; reducing the complexity of terminology or providing examples of what new words mean to enable SEND children to understand words used in instructions; providing opportunities for SEND children to repeat learning in different contexts to enable them to build and consolidate their learning over time; providing examples of what a good one looks like so that SEND children have clear models of what is expected and what to aim for
- Making use of technology – providing alternative means for children to present their scientific findings such as using Talking Tins, PowerPoint presentations, video recordings or use of software such as Clicker 8 and apps to support note taking and recording of their scientific discoveries
- Choosing techniques to support children's cognitive and metacognitive understanding – teaching children mnemonics to help them to remember information; pre-teaching new vocabulary; providing checklists of headings to include when writing up an experiment or useful equipment that children might want to use; scaffolding the thought process or using

sustained shared thinking by thinking aloud for children ("I'm wondering if this object will float or sink when I place it in the water."); providing visuals such as aided communication mats, Communicate in Print cards or picture word banks to support children with cognition, learning and communication needs; using Makaton to support pupils with SEND

- Being flexible with groupings – this might include grouping children with similar SEND needs together to provide them with the additional support that they need or pairing SEND children with good role models to support discussion.