



Science and Foundation Subjects Policy



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Introduction

At Golden Flatts we provide a creative curriculum which incorporates the teaching of art and design, design and technology, geography, history and science in our half termly topics, provided by the Cornerstones Curriculum.

The Cornerstones Curriculum

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national learning expectations. The curriculum is delivered through Imaginative Learning Projects (ILP's) which provide a rich menu of exiting and motivating learning activities that make creative links between all aspects of children's learning.

The four cornerstones

The four cornerstones provide the pedagogy on which we have built our foundation subject curriculum. The four distinct stages of learning actively promote children's learning and thinking. They are:

- Engage
- Develop
- Innovate
- Express

Engage

During the engage stage children will:

- Take an active part in memorable first-hand experiences
- Begin to read and research about their new topic using a range of source materials
- Ask their own enquiry questions
- Talk about and explore new ideas
- Develop spoken language skills in different situations
- Take part in sensory activities
- Identify possibilities for future learning

Develop

During the develop stage children will:

- Delve more deeply in to a theme
- Develop an understanding of new concepts and skills
- Acquire new knowledge
- Practice and master new skills
- Make links between subjects across the curriculum
- Revisit previously learned skills
- Compose, explore, make, do build and investigate
- Use transferable skills
- Read and write for different purposes and audiences
- Find answers to their own questions and those asked by others
- Follow pathways of enquiry based on their own interests
- Explain and describe their learning and understanding
- Complete homework activities to support their learning

Innovate

During the innovate stage children will:

- Apply skills, knowledge and understanding to real-life and imaginary contexts
- Show enterprise in solving problems
- Use their thinking skills to explore possibilities
- Build their self-esteem and confidence
- Reflect upon and identify their own needs, skills and understanding
- Take on different roles and responsibilities
- Work in pairs, groups, whole class and individually.

Express

During the express stage children will:

- Perform, present and become experts
- Evaluate finished products, processes and progress
- Reflect on their own learning
- Share their achievements with classmates, parents, the community and beyond

Subject Coordination

Each subject has a coordinator who tracks and monitors progress and completes the subject leaders annual cycle.

Love to Investigate

Love to Investigate is a series of comprehensive science investigations. They develop and improve children's investigative skills, reinforce key subject knowledge and are developed in line with the programmes of study in science. They cover the three disciplines of science: biology, chemistry and physics as well as working scientifically. Each investigation is assessed using a RAG (Red, Amber, Green) system to monitor each child's skill levels and understanding.

Curriculum Coverage

Each topic has a specific subject focus, however not all subjects are covered within one topic. To ensure a broad and balanced curriculum, a coverage check is undertaken at the beginning of each school year once the topics are agreed. This is generated via the Cornerstones Website and any gaps in the curriculum are identified. Teachers are then aware that these must be covered elsewhere in the curriculum.

Literacy and Numeracy

Literacy and Numeracy are incorporated in to foundation subject planning to ensure children are given the opportunity to apply the skills they have learned during their Literacy and Numeracy lessons. This allows children to develop their mastery skills and provides evidence for the teacher towards mastery assessment. It is the expectation that reading skills will be evident throughout the foundation subject planning writing will be evident at least three times across a half term and maths 3 times across the half term.

Assessment

Use of in-school summative assessments. Throughout the term teachers are expected to gather evidence relating to what children know, understand and are able to do. Each year group has a set of assessment grids that are closely linked to the National Curriculum. As children make progress teachers mark off and date the objectives they have achieved. In order to make a summative judgement teacher will review the evidence they have gathered across the term drawing upon day to day assessments, marking and feedback, independent unaided work and any testing they have undertaken. It is intended that this will give a rounded picture of the pupil's current level of attainment in relation to age related expectations (ARE). Each year group's assessment grids have a series of key objectives that children must be working within for them to be assessed using the grids. If a pupil is working within the key objectives and attained up to a third of the objective identified across the whole of the grid they are assessed as being 'emerging'. When children have attained approximately 2/3 of the objectives they are identified as being 'developing'. When all or the majority of the objective have been attained they are deemed to be 'secure' in that particular year group. So, for example, if a Year 3 pupil had completed some objectives for writing on the Year 3 assessment grid including a at least one key objective their assessed level would be recorded at Year 3 Developing (Y3D).

Monitoring and review

The coordination and planning of subjects that make up this part of the curriculum is the responsibility of individual subject coordinators, who also:

- supports colleagues in their teaching and assessment, by keeping informed about current developments in their subject area and by providing a strategic lead and direction;
- Work together as a team to ensure that there is full coverage and the curriculum meets all statutory requirements and the needs of the pupils.
- uses leadership time to review SSE evidence, report findings to stakeholders and prioritise actions from analysis.

This policy will be reviewed at least every two years.

Developed by: Emma Bestford January 2016

Next Review Date: December 2016

This policy has been impact assessed with regards to disability, gender and race December 2015 – Reviewer S. Sharpe