



‘Where Stars Shine’

Belonging, Ambition, Respect, Kindness

FOUNDATION SUBJECT POLICY

Ratified By:	Local Academy Committee	In consultation with:	Senior Leadership Team
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1. Introduction

This policy applies to all foundation subjects taught at Severnbanks Primary School. It should be read alongside our Curriculum Intent, Subject Progression Documents, and Teaching & Learning Policy, which outline our approach to enquiry-led learning, sequencing, and inclusion.

Our foundation subjects form a key part of our Curiosity Curriculum, designed to ignite pupils' curiosity, broaden their understanding of the world and ensure that every child is challenged, supported and able to succeed. We use carefully selected schemes, which we adapt and further refine to meet the specific needs of our pupils.

2. Aims

Our curriculum aims to provide all children with:

- A broad, balanced and ambitious education that enables every child to reach their full potential.
- Opportunities to think widely, ask questions and make meaningful connections between ideas.
- Experiences that support wider access to cultural opportunities and meaningful life experiences, helping to strengthen and uplift our community
- A strong foundation of knowledge and skills, supported by the National Curriculum and well-sequenced learning pathways.
- The confidence and aspiration to thrive in the next stage of their education and beyond.

At Severnbanks 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.

Our curriculum is shaped by Severnbanks' four core values; Belonging, Ambition, Respect, Kindness and our local context within the Forest of Dean.. We recognise that the Forest of Dean has unique characteristics that shape pupils' experiences. We include planned experiences to ensure that children do not miss out due to limited local opportunities.

2.1 Belonging

Our curriculum supports children to understand their place in the world; within school, the local community, nationally, and globally, promoting inclusivity, diversity and equality of opportunity. Pupils feel valued, included and part of a supportive school family.

2.2 Ambition

Our foundation curriculum is built around a curiosity-driven approach, supported by rich experiential opportunities that help children make sense of the world around them. We intentionally provide hands-on learning, visitors who enrich and inspire, and visits to places of interest that broaden



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horizons. Through this, our curriculum raises aspirations, nurtures confidence and sets high expectations for ALL pupils, empowering them to see and strive for future possibilities.

2.3 Respect

We promote respect for ourselves, for others and for the world. Children learn about diversity, equality of opportunity and the importance of positive relationships by exploring big questions and develop spiritually, morally, socially and emotionally.

2.4 Kindness

Kindness underpins our interactions and school culture. We teach children to care for themselves, others and their environment, helping to build a compassionate community.

3. Planning and Teaching

Foundation subjects at Severnbanks are taught through enquiry-based questions that spark curiosity and help children think widely about the world. Learning is supported by high-quality texts, practical experiences, and carefully selected schemes that are adapted—and further refined—to meet the specific needs of our pupils.

Subjects are carefully sequenced using progression grids and clear learning pathways, ensuring coherent development of knowledge and skills from EYFS to Year 6. Objectives are drawn from the National Curriculum and mapped progressively to secure strong foundations and close gaps.

Teachers make explicit links to subject disciplines (e.g., “What does a historian do?”, “How does a geographer think?”), helping pupils build a sense of identity as learners. Learning is recorded through books, portfolios and photographic or video evidence that captures practical and experiential learning.

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

Lessons include a wide range of approaches such as independent work, paired tasks, group collaboration, practical activities, structured discussion and opportunities for pupils to explain their thinking. A strong emphasis is placed on language development, discussion and reasoning to support pupils with limited vocabulary and background knowledge.

Teaching follows the school’s feedback and marking policy and includes responsive teaching strategies, enabling teachers to adapt tasks, scaffold learning and provide timely, meaningful feedback that moves pupils forward.

We don’t assume that once pupils have demonstrated they can do something or understand an idea that their learning is secure. We provide opportunities for them to practise applying their skills, knowledge and understanding, occasionally with an element of choice on how this may be done.



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4. Assessment

Teachers assess pupils against foundation subject objectives on the school's assessment system, using:

- Greater Depth
- On Track
- Just Below
- Below
- Pre Key stage

These judgements inform planning, intervention and curriculum adaptation.

These summative judgements inform planning, intervention and curriculum adaptation. In addition, teachers make full use of Assessment for Learning (AfL) strategies during lessons — including questioning, observation, immediate feedback, retrieval tasks and live marking — to identify misconceptions, address gaps swiftly and adjust teaching in real time. This ongoing formative assessment ensures that learning is responsive, inclusive and closely matched to pupils' needs.

5. Roles and Responsibilities

5.1 The Headteacher

The Headteacher is responsible for:

- Holding subject leaders to account.
- Supporting the review and updates of 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 curriculum plans, policy documents and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes and supporting implementation of curriculum changes.
- 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.



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- 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
- Liaising with subject leaders from local Primary and Secondary Schools.
- Producing an end of year subject report to the Local Academy Committee.
- Reports annually 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 Severnbaks 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).
- 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.
- Delivering high-quality teaching aligned with school policies.

5.4 The SENDCo

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.



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- 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: Monitoring includes:

- Learning walks
- Book scrutiny
- Pupil Voice
- Planning scrutiny
- Pop ins to sessions

Feedback includes strengths and next steps that is shared with all staff and at the staff meeting following subject monitoring.

7. Resources/Budget

Resources must be high quality and support learning. Subject leaders audit resources annually and request budget allocations as and when they are needed.

8. Staff Development

Staff are expected to take an active role in their own professional development, ensuring their practice remains reflective, current and aligned with Severnbanks' values. Professional growth is supported through a range of opportunities including coaching, mentoring, peer collaboration, internal CPD and external training.

Subject leaders play a central role in developing expertise across the school. They provide targeted support, model effective practice, and lead high-quality training during INSET days, staff meetings and ongoing CPD sessions. In addition to this, staff regularly engage in professional dialogue, curriculum development work and reflective practice to ensure teaching remains ambitious, inclusive and responsive to pupils' needs.

9. Equality

Severnbanks is an inclusive school that ensures all pupils have equitable access to high-quality learning experiences, regardless of background, starting point or individual need. We are committed to removing barriers to learning and providing a curriculum that reflects our values and vision.



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Our approach is guided by the Severn Federation Academy Trust Equality & Diversity Policy and SEND Policy, and we work proactively to ensure that every pupil feels valued, supported and able to succeed.

To achieve this, teachers use a wide range of strategies, including:

- Scaffolding and adaptive teaching to allow all pupils to access age-appropriate content.
- Differentiation through resources, tasks, questioning, support and outcomes.
- Varied teaching styles that reflect the different ways pupils learn.
- Ensuring accessibility through careful planning, inclusive learning environments, and the effective deployment of adults and resources.
- Regular review and adjustment of provision so that teaching remains responsive to pupils' needs.

Through these approaches, we ensure that every pupil—regardless of ability, background or circumstance—can engage fully with the curriculum, make strong progress and feel a true sense of belonging within our school community.

10. Health and Safety

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

Risk assessments are completed for all relevant activities and off-site visits.

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: [Severnbanks Primary School - Policies](#)

Paper copies are available on request from the School Office