



## Foundation Curriculum Handbook



*At Two Mile Ash School, high standards of achievement, behaviour and respect for each other, underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to realise their ambitions. Our pupils are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit for achieving excellence every day.*

**2020-2021**

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## Section 1 – Curriculum Offer

- Our school curriculum at Two Mile Ash is underpinned by our common ethos and shared values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- We aim to provide opportunities that will enable all our children to become: Responsible Citizens, Successful Learners and Confident Individuals so they achieve their true potential.
- The booklet *Our Two Mile Ash Whole School Curriculum Offer* sets out our values and aims in more detail.

## Section 2 – Books, Presentation & Handwriting

### Books:

- The date, Essential Objective (EO) and Focus (F) should be written by the pupils in their books at the top of a piece of work on the left-hand side, by the margin.
- The date should be written on the first line, with the EO underneath this and the Focus underneath that.
- The EO and F come from the planning and should be written for every piece of work. Pupils should be encouraged to write this correctly and neatly, thus setting a standard for the rest of their work.
- The class books are where most of our work from the foundation subjects are recorded. Geography and history (learning journey) will continue to be recorded at the front of the book. RSE/RSHE, RE and French will be recorded at the back of the book.
- Knowledge organisers for all the subjects (in the class book) will be required to be stuck in at the beginning of each topic. On the back 'green' page of the class books, is where the pupil's pastoral targets will be recorded.
- All computing work must be saved onto the pupil shared drive and not in the class book. The work in this book will have a foundation Essential Objective and Focus.
- The sketch books are where we will record our DT and artwork. Art will be recorded at the front of the book. DT will be recorded at the back of the book. Please try not to print off worksheets to stick in this book. If the pupil are required to write, please trim small sections of lined paper to support with presentation. Knowledge organisers for these subjects will be required to be stuck in at the beginning of each topic.
- In all of these books, presentation and quality of work should be high. Evidence of the pupil's reading and writing attainment and progress should come from across English, class and science books.

### Presentation:

- The pupil's presentation is of high importance in all of their work and in all of their books. Presentation includes:
  - handwriting;
  - use of a ruler;
  - sticking in limited sheets neatly to ensure sheets do not end up sticking out of books;
  - neat drawings/diagrams always drawn in pencil using a ruler where necessary;
- Even if a pupil struggles with their handwriting, their book can still be neatly presented.
- If pupil's presentation should slip at any time, it is the class/set teacher's responsibility to talk with the pupil to remind them of the expectation and allow them time to improve their presentation. This should also be noted in their book that you have had this conversation.

- Pupils are not to draw or doodle on their name label, if they do this at any point throughout the year, the label must be replaced promptly. In addition to this, there should be no doodling, smiley faces, giant unnecessary ticks etc, or informal comments in their books especially when peer marking or responding to teacher comments.
- Across the school, all pupils use pencil in their maths and sketch books.
- Across the school, all pupils use the same coloured handwriting pen in all lessons except maths and sketch books.
- Colouring pencils can be used by pupils in their books when required. Felt-tips and gel pens are not to be used in pupil's books.
- Worksheets should only be used when necessary to enhance the learning. They should be trimmed when stuck in books to ensure they fit within the page. Any reference to the source, such as Twinkl, should be removed. If worksheets need to be folded to fit the space in the book, they should be folded so the pupil's work is still visible.

### Section 3 – Assessment

- TMA use a curriculum framework to assess pupil's attainment and progress towards the aims of the National Curriculum. In all subjects except maths, this curriculum splits up the four years of KS2 into 2 milestones: Milestone 2 (Years 3 and 4) and Milestone 3 (Years 5 and 6). Milestone 1 is for Key Stage 1. Therefore, this gives children 2 years to meet, and even exceed, the end of milestone expectations.
- For maths, we follow the National Curriculum with end of year expectations for each year group.
- Please see the [Assessment Policy](#) for further details.

### Section 4 – Planning

#### Foundation Subjects:

- When planning, both the [Planning for Progression Foundation Subjects TMA](#) and the [Coverage of Foundation EO across M2 and M3](#) (taken from BAD Assessment document) should be used.
- Our Learning Journey topics are just a vehicle for teaching the skills - the focus is the skill of the lesson not a nice activity. The skill comes first - the activity second. We need to make it specific that we are teaching 'history' or 'geography' skills so that the pupils become accustomed to this.
- At the top of each learning journey lesson, please write whether it is a geography or history-based lesson.
- Foundation planning should be completed on the [Foundation Planning Templates](#).
- It should include contextual information about the group at the top of the page, including the target pupils within that group (in all relevant areas, i.e. in reading, writing, spelling, grammar, handwriting) and well as detailing the pupils who are SEND, Pupil Premium and EAL.
- It should also include what the pupils have learnt previously as well as key vocabulary for the topic.
- Within the planning table, the Essential Objectives and Focus (and this may be more than one per lesson), Success Criteria, cross curricular links, overview of session and resources should be clearly outlined.
- Within the overview of session, teachers should include the following headings:
  - **Challenge introduction** - a gripping starter activity to engage.
  - **Guided Challenge** - working through questions/ activity together.
  - **Independent Challenge** – an activity that the children complete on their own.

- **Support Children** - a differentiated activity that your target support children can complete mostly independently.
  - **Haven Support Children** - this should be a further differentiated activity.
  - **GD Challenge** - the activity that your GD or aspirational GD children will complete.
  - **Challenge Extension** - an activity that further embeds the knowledge or skill or the lesson.
  - **Plenary** - to review the lesson objectives and consolidate learning.
  - Key questions that will be used to elicit key points from the children
- There should be a clear progression of skills for each subject that is evident in books.
  - At least one writing, reading, maths, performing arts based and ICT (please avoid research on computers or iPads) linked lesson to each learning journey.
  - There should be a final lesson (or two) where the pupils can pull on all the skills learned throughout that term. For example, in art, you learn all the skills to build up to a final piece. This should be the same in every foundation subject.
  - Each class teacher will save differentiated personalised planning in their given folder found [here](#).

### Example Foundation planning:

Year 4 Spring Term
Conquerors of Britain
2019/20

**What the children should already know?**

**Year 2**

- To have used world maps/atlases to identify the UK, other countries and oceans.

**Year 3**

- Pupils used sources to compare ancient Egypt and modern Egypt - to learn about how the past influenced current Egypt
- Pupils learn to answer historical questions about the past from looking at a variety of sources, with discussions about chronology and events on a timeline.

**How does this learning link to Year 5?**

- Children will use their understanding of way of life from the Viking and Anglo-Saxon invasion to understand hierarchical structures and how this impacted Orms and Duxward that was reached out through the different time periods from Tudor to modern day.

**Class information** ..... 2019/20

Core support sets-  
Haven -  
SEN-  
PP -  
EAL-

Any other information

**Key Vocabulary**

- Invasions/invaders - to try and take over a place by force.
- Saxons/Norwegians - people who migrate to a new place. When people start a community, this is settlement.
- Refugees - a person who has been forced to leave their country in order to escape war or natural disaster.
- Vikings - Scandinavian pirates and traders who raided and settled in north Europe.
- Kingdoms - a country/state or territory ruled by a king or queen.
- Battle of Hasting - When the Conqueror defeated the Saxons.
- Angles - people from Germany who invaded Britain around 410 AD.
- Artefacts - an object from the past that shows evidence of what life was like.
- Anglo-Saxons - people who invaded from Germany and South Denmark and settled in Britain 410 AD.
- Frisians - People that inhabit an area known as Frisia, in Dutch provinces and Germany.
- Jutes - people from the Jutland peninsula (Germany or Southern Denmark) who invaded Britain 410 AD.
- Fossils - poor person, usually a farmhand.
- Longboats - large, oval boat rowed from a sailing pole.
- Pagan - a person who follows a religion that is not a major religion (not Christianity, Islam, Buddhism, Judaism, Hinduism or Sikhism).
- Britons - Celtic inhabitants of Britain before and during the Roman times.
- Century - a period of 100 years.
- Monasteries - buildings occupied by a community of monks.
- Raid - a rapid attack on an enemy.
- Monarch - king, queen or emperor.

E.O and Focus should be directly from the BAD assessment document.

Lesson	Objectives	Class	Challenge	Other	Resources
1	Reading				Knowledge organisation and vocabulary lesson
					Challenge Introduction
					Guided Challenge
					Independent challenge
					Support
					Support children
					Haven support children
					GD Challenge
					Challenge Extension
					Plenary

Cross curricular links:

- Reading
- Writing
- Maths
- SMSC
- British Values

New titles for the parts of the lesson:

- Challenge Introduction
- Guided Challenge
- Independent challenge
- Support
- Support children:
- Haven Support
- Haven support children:
- GD Challenge
- Challenge Extension
- Plenary

History or geography skill being used?

Resources saved ready to be used.

Would be good to have some continuity in books of the same activities based around the skill being taught and used.

Personalised planning with the children that require support.

## Knowledge organisers

- A knowledge organiser is a single sheet of paper that lists the important facts – not practical skills – that pupils should know by the end of a unit of work. These should be stuck in the class and sketch books at the beginning of topic. The knowledge organisers for the different foundation subjects can be found [here](#).
- Use it as:
  - A planning tool, to clearly outline the core knowledge that should be taught
  - To set a clear expectation of what every pupil should learn and remember in the long term.
  - To give a clear indication of what information to emphasise in lessons.

## Examples of Knowledge Organisers

## Section 5 – Marking and Feedback

- Please see the [Marking and Feedback Policy](#) for guidance.

## Section 10 – Foundation Subjects

### Topic overviews:

- Throughout the year, each year group has a topic theme through which most of the foundation subjects are taught. Most topic themes, such as *The World at War*, *Milton Keynes* and *Rainforests*, last a term although some topics are shorter. Some subjects such as French, music or PE may not be taught within the context of the topic.
- Curriculum overviews should be updated by the Head of Year in the first week of each term, at the latest, and emailed to reception to be added to the website. There are two overviews: The Learning Journey overview and the Topic Overview. Master copies of these are in the **Curriculum folder on IFTL Portal** however, there should be checked for accuracy in the light of any curriculum changes.

### Planning and Objectives:

- At TMA, our foundation curriculum is planned using objectives which are based on the National Curriculum. These are called Essential Objectives and are found in the **Assessment Criteria FOUNDATION Subjects Milestones 2 and 3**. Objectives used in all foundation subject lessons should be one of these essential objectives and the 'focus' of a lesson should also come from this document and be selected from the 'key indicator' sections.
- Each objective covers a milestone so a pupil has two years to achieve the expected standard. Therefore, to ensure skills progression across the milestone progression, it is important to use the document **Coverage of Foundation EO across M2 and M3** which plots the key indicators to be covered by each year group in each topic across the year.

## Section 11 – Passport to Success

- Each pupil has a Passport to Success which they are given when they start at TMA and goes through the school with them.
- It is a record of each pupil's progression in acquiring all the learning skills and personal skills outlined in the TMA Curriculum Offer. It is divided into the three sections of Responsible Citizen, Confident Individual and Successful Learners and has sections where the pupils can record evidence of their progression in these skills.
- There will be a weekly year group Values assembly when the Head of School or the Deputy will discuss the curriculum offers with the pupils and how they can work towards their diplomas.
- Each class will have a timetabled lesson for completing the Passport to Success sections, completing activities or discussions relating to the Responsible Citizen value for that week. These activities will be directed by the Head of School or Deputy.

### Attendance:

- Every half term, the class teacher will be provided with the attendance for each pupil in their class. This should be recorded in the Passport by the pupils.

### Responsible Citizen Award:

- Pupils move through the different awards as they move through the school. Year 3 pupils start on the red diploma and work towards achieving the yellow diploma by the end of the Year 3. Achieving these diplomas will have a positive impact upon the pupils themselves.
- The green diploma and the bronze degree are for Year 4 and the pupils will be considering the impact they can have on others in their year group.
- The silver and gold degrees are for Year 5 with the impact of acquiring these skills being seen at whole school level.
- All Year 6 pupils are aspiring to be Platinum Masters and having a positive impact in the wider community by the time they leave TMA.

- As they move through the awards, the pupils are acquiring seven personal attributes such as being polite, respectful, showing leadership qualities or being charitable. The Values assemblies will guide the pupils in identifying how they can show they have acquired these personal skills and what to record in their passports.

#### **Successful Learners:**

- There are eight skills the pupils need in order to be successful learners. These skills are standard across the whole school. Every classroom should have a set of laminated bees printed with the learning skills.
- Merits are awarded for progress or effort. When a merit is awarded, the teacher writes a brief reference to how and when the merit was achieved in the passport ie: *Diary Entry 7/9/20*. A merit sticker goes on the pupil's jumper, not in their passport.
- When a pupil has achieved enough merits, they will be awarded with a bronze, silver, gold or platinum certificate which is presented in the weekly Celebration Assembly.

#### **Student of the Week:**

- Every week, each class has a Student of the Week (Claret of the Week in Year 6) chosen by the class teacher. In the celebration assembly, the pupil is presented with **two certificates** (a small A5 and an A4 one) completed by the class teacher. The small A5 certificate needs to be stuck in the Passport to Success.
- Immediately after the assembly has taken place, the names of the Students of the Week should be emailed to Heidi Greenhalgh or inclusion on the school website.

#### **Head Teacher's Award:**

- Every half term, one boy and one girl from each class is awarded a Head Teacher's Award which is awarded in a special assembly. The award is given to pupils who have shown themselves to be excellent role models in acquiring personal or learning skills.
- Two pupils are given the Sports Achiever Award every half term. In addition, two pupils are given the Performing Arts award at the end of each term.
- The certificates are printed by the reception team and the names of the pupils receiving the award should be updated on the **Head Teacher Award document**, in advance to the assembly.
- A photograph should be taken of the pupil holding their certificate which is then stuck in the Passport to Success.

#### **Confident Individuals:**

- The end of year pastoral report should be printed out, neatly trimmed and stuck into the Passport to Success as a permanent reminder of all the personal qualities recognised by the class teacher.

## **Section 12 – Reporting to Parents**

#### **Parents Consultations:**

- There are 3 organised opportunities for parents to meet with their child's teachers:
  - Autumn term – booked meetings with the class teacher with a pastoral focus.
  - Spring term – booked meetings between the class teacher and parents with a focus on attainment and progress in maths and English.
  - Summer term - informal drop-in celebratory event.
- Appointments for the autumn and spring term parents' evenings run over 3 days each from 3.40pm – 7.30pm.
- Appointments are booked online by parents and last 10 minutes each.
- Teachers are responsible for blocking out times when they will not be available to meet parents, but are expected to offer appointments up to 7.30pm on at least one evening.

- Teachers should be well organised when meeting parents and have up to date information on the pupil's progress and attainment. Parents will also need to know their child's strengths and areas for development.
- Pupil's books are always put out for Parents' Evenings and marking should be up to date.
- If a pupil is not taught English or maths by their class teacher, the maths and English teachers will be available to meet the parents.
- It is important that teachers are thoroughly prepared for Parents' Evenings so a meaningful discussion can take place which will have a positive impact upon the pupil's progress and attainment.

### **End of Year Reports:**

- Each pupil has an end of year report sent home at the end of the summer term. Parents who have registered with ParentPay receive the report via email.
- End of KS2 SATs results are also sent in the same email. The small minority of parents who are not on ParentPay, receive a hard copy.
- The class teacher is responsible for the reports on the pupils in their class, writing detailed pastoral, English, maths and science reports with shorter year group generated statements for foundation subjects. In cases where certain subjects are taught by a different teacher (such as PE, French or maths and English sets), those teachers will write the reports and email to the class teacher.
- Detailed information on the format of the reports, along with the deadlines for completion and checking, is saved on IFTL Portal in the **Reports 2021** folder and is updated at Easter every year.

### **Section 13 – Displays and Classroom Organisation**

- The classroom environment should be safe, organised and support the pupils in being successful learners. Detailed information on expectations can be found in **Classroom Display and Organisation Guidance**.

### **Section 14 – Website and Newsletter**

- The school website has several areas which relate to the curriculum and it is important that they are kept up to date. All website changes should be emailed to the Reception team.
- Student of the Week and Head Teacher's Award names must be emailed to Heidi Greenhalgh as soon as they have been awarded to the children.
- The newsletter goes out twice a half term to parents via ParentPay. Year groups are responsible for emailing Benny Hawes with curriculum information and photos for inclusion in the newsletter.

### **Links to Other Policies**

This policy should be read in conjunction with:

- Quality Feedback and Marking Policy
- Teaching and Learning Policy
- Assessment Policy
- Classroom Display and Organisation Guidance.
- Home Learning Policy

**Version:**

V1 – Tuesday 17<sup>th</sup> September 2019

V2 Wednesday 26<sup>th</sup> August 2020

**Approval:**

This policy was ratified by Two Mile Ash Governing Body.

**Next Review on or before:**

**Tuesday 1<sup>st</sup> September 2020**

This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)