



Hagley Primary School

Subject team policy for ARTS/Languages (PE, ART, Music, French and wider enrichment)

Date: October 2021

Date of review: July 2022

Responsible member of staff: Members of the subject team

Signature:

(Chair of governors)

Signature:

(Head Teacher)

Introduction

This policy outlines the teaching, organisation and role of the Humanities (History, Geography and RE) subject team at Hagley Primary School. The policy has been drawn up as a result of staff discussion around the commonality and continuity across the subjects, with the aim of creating curriculum coherence. The policy has the full agreement of the Headteacher and has been shared with the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Humanities team as part of the schools' review cycle.

Aims

Through our teaching of these subjects we aim to:

- Promote Well-being, self-expression, physical fitness, resilience, enjoyment, opportunity for all to achieve.
- Provide life experience, opportunities for careers, breadth of skills which can be applied in later life e.g. endurance, perseverance, resilience
- Provide the opportunity to experience the challenge and joy of learning a new language
- Promote good mental health and enable them to contribute to the community.
- Foster a sense of belonging.
- Identify and nurture skills and talents
- Develop a sense of belonging, awareness of our physical and mental health, collaboration and co-operation, perseverance and reflection
- Enhance children's cultural capital
- Make content relevant through links to media and society in general, linking past and present through composers, artists, sports personalities
- Provide opportunities to experience stories and songs in another language
- Ensure teaching is accessible to all by: removing barriers, providing a range of cultural references, artists and composers

Through the teaching of these subjects we can also:

- Provide life experience and a breadth of skills which can be applied in later life e.g. endurance, perseverance, resilience
- Promote good mental health and enable them to contribute to the community
- Foster a sense of belonging
- Build cultural capital by promoting a broad range of future career opportunities
- Emphasise links to the wider world and make connections
- Demonstrate British values by: promoting fairness and equality, electing captains, following rules (whilst expressing oneself), mutual respect, tolerance of opinions and skills different to your own
- Develop speaking and listening/oracy through: clarity with instructions, articulating responses both written and spoken, adapting vocabulary to suit an audience, developing subject specific vocabulary
- Develop mathematical skills in time, scoring, symmetry, shape, counting
- Provide a richer reading diet

Entitlement

The subjects that form this team are set out in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study.

All pupils are entitled to access the curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Educational visits or pupil activities will be adapted to meet individual requirements and to ensure that all pupils make progress to enjoy their learning. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages and this can be done through the use of the progression documents which outlines objectives taught in a previous year group or Key Stage.

Where children show a passion for the subject, or elements of greater depth, teachers will provide additional challenges, discussion points or wider enrichment opportunities where available.

Curriculum

Each year groups wider curriculum is mapped out using a yearly overview. These are evaluated and updated yearly and allow teachers to plan their curriculum based on reflections of the previous academic year; the current cohort;

and current events both locally and nationally. Subjects are tied together under a loose topic title and also a series of key concepts. These have been identified, created and mapped out based on a series of curriculum discussions across the school and also to assist with the children's development of broad schema and long-term learning. The use of wider concepts provides 'stickability' for the children to hook their learning onto and allows for connections both within and across year groups and subjects.

Teachers plan lessons using progression grids created by the schools' curriculum lead or through a scheme purchased by the school which is first assessed for quality (see appendix 1). Our school progression grids have been taken from the National Curriculum statements and aims and enable the children to progress with both their knowledge and skills across the primary phase.

Teaching and learning

What strategies do we use to teach these subjects?

- Clear objectives, knowledge organisers and use of progressions grids to ensure skills are developed and embedded during time in school.
- Use of repeated oral rehearsal and how this can help develop long term learning
- Working within a group or with a learning partner as resources for learning and feedback
- Music Express and PE hub resources
- Keeping it as practical as possible
- Use of recordings, videos and photos
- Opportunities to perform and demonstrate in front of others
- Focus weeks such as Arts week which allow for whole school collaboration and sharing
- Making links with other subject topics
- Scaffold or challenge as appropriate

Curriculum enrichment:

- Subject specialist teachers for Music and French
- visiting experts e.g. artists, sports coaches, musicians, dancers, visits to art galleries, CBSO, enrichments.
- Sports and music clubs, musical instrument lessons, choir, Spanish and French clubs.
- Performances throughout the year and opportunities for children to perform.

How do we provide feedback in these subjects?

- Immediate verbal feedback within lessons as much as possible
- Peer assessment
- Self-assessment (clear criteria to assess against)
- Video/photograph performances and allow the children to review

How are children encouraged to retrieve from previous learning?

- Review of previous learning: fast fours, revision clock, cops and robbers, continuous review highlighting skills, recap previous artists/composers, make explicit links

Assessment and feedback

We recognise that this can take many forms and will be dependent on the age of the child and also the nature of the activity/content within the subject. Formative assessment is used to guide the progress of individual pupils across all subjects. It involves identifying each child's progress, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is carried out informally by the teachers in the course of their teaching. Retrieval opportunities provide teachers with feedback on the children's long term learning rather than performance and are planned within a sequence of learning and also at later points in the year. This may also include the retrieval of learning from previous years in order to activate prior learning in preparation for new content. Retrieval activities may include: quizzes, brain dumps and fast fours at the beginning of lessons.

Throughout the year, at the end of a sequence of learning, teachers will make informal summative judgements which will then inform future planning where applicable. At the end of the year, teachers will provide a single summative judgement as to whether the child is Working Towards, Working At or showing elements of Great Depth for their year group. This will be based on the teachers' formative and summative activities throughout the year. A sample of work for each judgement will be collected and used to form a benchmark for the subsequent academic year.

Assessments in these subjects may include:

- Immediate verbal feedback within lessons as much as possible
- peer assessment
- self-assessment (clear criteria to assess against)
- video performances and watch back
- Formative assessment and opportunities to edit and improve work
- Post its WWW and EBI
- Teacher judgements

Equal opportunities and diversity

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. In line with our equality and diversity strategy, resources, stories, content and visitors/visits are carefully chosen and reflected upon to ensure that our children experience and learn from a wide range of backgrounds and cultures.

Safeguarding

Staff are aware that sometimes disclosures may be made when discussing curriculum content. Should this occur, safeguarding procedures must be followed immediately. Please refer to the Safeguarding Policy.

Health and safety

When working with tools, equipment and materials in practical activities and in different environments, pupils should be taught:

- about risks to themselves and others;
- how to use, store and take care of tools and safety equipment appropriately;
- the dangers of using tools and materials incorrectly.

Good classroom management is essential. Risk assessments are accessible for specific pieces of equipment, such as glue guns, and should be read and followed during a curriculum activity.

The role of the subject team is to:

- Support colleagues in the teaching of the subject content, particularly in a field of expertise or interest
- Identify how the subject fits within the core curriculum subjects
- Audit curriculum coverage and delivery through shared monitoring
- Discuss curriculum links across the subjects and feedback to staff
- Keep up to date with developments in the subject of interest/expertise
- Liase across the subject team regarding resources, events, visits and visitors
- Conduct shared evaluation, impact and action planning for the subsequent academic year
- Provide support in leading events in school within the subject team
- With support from SLT and phase leaders, take part in wider monitoring such as pupil voice and learning walks

Roles and responsibilities

The subject teams have been created based on the roles of staff within school and also their curriculum interests following a foundation subject audit. This allows staff with specialisms and wider interests to be part of a subject team. All teachers are allocated to a team to provide leadership development for the future. Core subject leaders are placed into teams to facilitate discussions as to how the wider curriculum can further enrich the development of reading, writing and mathematics. Individuals may be asked to lead on a specific subject, particularly where there is budget holder responsibility, curriculum development piece of work (e.g. gathering evidence for a quality mark) or whole school event (such as ARTS week). Where subjects are taught by a specialist, they may also lead the individual subject. In some cases, members of the curriculum team may be asked to take responsibility for a specific action, e.g. a whole school event or liasing with an external agency. This will be with the support of the wider curriculum team.

Appendix 1:

