



Creative Curriculum Policy



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Approved by LGB Spring Term 2017 and Stockingford on conversion

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Creative learning encourages a climate for young people to explore how to apply their knowledge in original ways and with purpose.

Principles

We are committed to providing quality and excellence through an exciting, stimulating curriculum that stretches and develops the child as a whole and to provide an education which will develop social skills and encourage children to become more active citizens within the school community, the local community and beyond.

*Tell me and I forgot,
Show me and I remember,
Involve me and I understand.*

Aims:

The Creative Curriculum aims to:

- Provide a broad and balanced curriculum.
- Build up children's confidence and motivation to learn, using a range of learning and teaching styles.
- Embed key skills to prepare children for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum, especially English and ICT.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Shape our curriculum to meet the needs of our children.
- Stimulate our children's natural curiosity and to give them the confidence to be curious.
- Allow our children to take risks.
- Teach skills through what motivates and interests our children.
- Include Launch, Engage and Enrich experiences in each theme to enable teachers to further inspire their pupils.
- Closely monitor and assess progression in attainment and application of skills throughout the curriculum.
- Help our children to transfer skills between different areas of the curriculum to encourage flexibility and resourcefulness, and to enable them to use their strengths in one area to overcome challenges in another.
- Ensure our children are active, motivated and enthusiastic learners.
- Ensure our children know what they are learning and why.
- Allow time to engage, reflect and review - including peer and self-evaluation.

- Use a wealth of relevant resources - in classrooms, outdoors, in the local community and the wider area, including visits and visitors.
- Allow our children to demonstrate their learning in a variety of different ways including photographs, posters, products, presentations and performances.

Curriculum



The Creative Curriculum has been organised through a 'theme based' approach which incorporates the key skills set out in the National Curriculum. The use of ICT is encouraged in all theme areas, both in the teaching of the theme and in the opportunities for children's independent learning. Each theme has a key curriculum driver, for example Humanities, STEM subjects or the Arts. Local studies are a focus in each year group. Class teachers are responsible for the delivery of the Creative Curriculum.

Although links can be made with all subjects, the following subjects are taught as dedicated, discrete sessions:

Maths - Maths skills are key to developing everyday skills, although links are made within the thematic curriculum through opportunities for **data handling, position, measurement and money**.

English - All aspects of the English curriculum, including **grammar, spelling, phonics, Guided Reading and Handwriting** are taught as discrete subjects as they build up basic skills. Opportunities to use and apply these skills are built into every thematic curriculum unit.

RE - RE is planned and delivered in accordance with the Coventry Syllabus.

PE and Swimming - These are delivered by teaching staff and additional specialised staff.

MFL - Spanish



Enrichment Experiences / Links with Parents and the Community

Teaching staff are encouraged to broaden the experience of the topics for the children through **trips, visitors into school and shared experiences of the wider school community**, e.g. involvement with parents and school links etc.

Children's achievements are celebrated regularly through the school newsletters, displays in classrooms and shared areas, and in assemblies where children are encouraged to share their knowledge with the rest of the school. In addition to this we involve parents and the wider community in the following ways:

- Curriculum letters to parents sent at the start of each term, outlining key information about the theme.
- Tailoring themes to national, local and school events e.g.

Olympic themed units, A special 'Blitz' theme to commemorate the importance of the Coventry Blitz.

- Inviting members of the community/parents to share experiences related to our themes.
- Termly 'Come and Share' afternoons where children have the opportunity to share the work that they have created through their theme.
- End of Year Reports broken down into Creative Curriculum themes.

Creative Curriculum Planning

Long Term Plans: These take the form of a Curriculum Overview which gives the overview of what themes will be taught and when. This also shows coverage of the three curriculum drivers and the local focuses each year.

Medium Term Plans: These take the form of Theme Overviews and Session Planners. These provide information about the key learning for each theme, based on an enquiry question, and give a short overview of what will be taught. These plans are cross-referenced with National Curriculum Objectives and the National Curriculum Breadth of study for each subject area to ensure full curriculum coverage.

Short Term Plans - These take the form of individual lesson plans. National Curriculum objectives are incorporated into planning.

When planning our theme lessons, we consider:

- How the theme will be launched (a 'wow' factor, that could be a visit, visitor or a trip).
- Opportunities for trips and visits from external agencies.
- What the learning outcomes will be and how the overall learning will be celebrated at the end of the theme e.g. class museum, festival, celebration day etc.
- Key Assessment Opportunities.

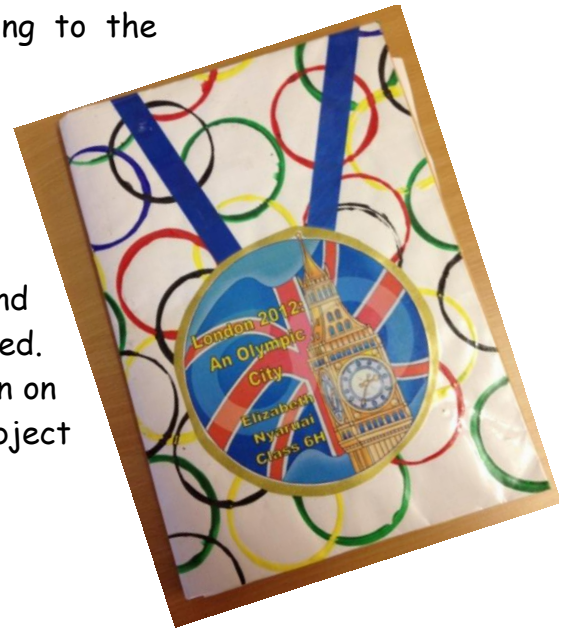
- There is flexibility in time tabling, and according to the learning sequence, core subjects do not have to be taught exclusively in the morning.

Assessment and Record Keeping

Children are assessed according to the Key Skills and children who are below, at and above expectations are noted. At the end of the school year class teachers plot children on a whole class tracking sheet and a copy is given to the subject leader, Head teacher and next year's class teacher.

Ongoing assessment includes:

- Theme books - including children's comments
- Questioning and discussion
- Children's work - exercise books, paper, posters, oral presentations, performances, photographs, videos etc.
- Self-assessment
- Peer assessment
- Formative assessment of children's' understanding - such as a mind map



Monitoring:

Theme Books: These are monitored on a half-termly basis by members of the School Leadership Team. Expectations for Standards in theme books are outlined to staff. Theme Books may also be monitored by individual subject leaders.

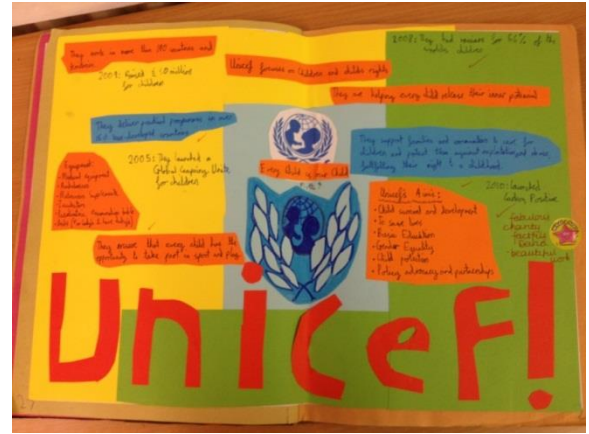
Planning: Long and medium term planning is provided for staff by the MAT Teaching and Learning consultant and the Deputy Headteacher from Walsgrave. Short term planning is monitored on an on-going cycle throughout the term. Individual subject leaders may also monitor planning within their curriculum area.

Pupil Voice: As part of 'Bowled over by Books', children are invited to share their work and their views on the curriculum with the Head Teacher or members of the School Leadership team.

Lesson Observations: These take place as part of the cycle of school self-evaluation

Equal Opportunities

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the ECM agenda. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND).



Roles and Responsibilities

The MAT Teaching and Learning Consultant, the Executive Principal, the Deputy Headteacher (Walsgrave) and Governing Body have overall responsibility for the Creative Curriculum.

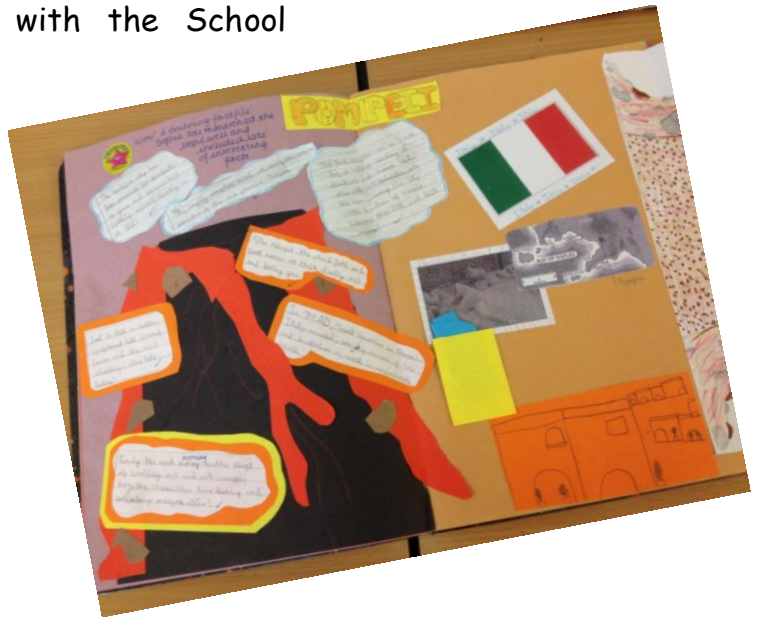
They are responsible for overseeing the delivery of the Creative Curriculum and are supported by members of each school's Senior Leadership Team through:

- Regular formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.
- Speaking with the children about their learning.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Review

This policy will be reviewed in line with the School Development Plan.



Creative Curriculum Themes Two-Year Rolling Programme

Cycle A - 2015/2016

	Autumn	Spring	Summer
Key Stage 1	School Days (H) Changes in schools in the last 100 years	Flight (S & L) The story of flight including Sir Frank Whittle	Indian Spice (A) India as a contrasting locality
Lower Key Stage 2	Tomb Raiders (H) Ancient Egyptians	The World's Kitchen (S) Food and farming around the world	The Tudors (A & L) Life in Tudor times in our locality
Upper Key Stage 2	The Blitz (H & L) Coventry and WWII	Out of this World (S) Solar system, universe, space exploration	Britain at Play (A) Leisure & entertainment in the 20 th Century

Cycle B - 2016/2017

	Autumn	Spring	Summer
Key Stage 1	Toys (S) Changes through the generations	The Elephant and Castle (A & L) Coventry and Castles	London's Burning (H) The Great Fire of London
Lower Key Stage 2	Transport (S & L) Coventry's transport industry	Here come the Romans! (A) The Roman Empire and its impact on Britain	Extreme Survival (H) Adapting to different climates & environments
Upper Key Stage 2	Disaster (S) Natural disasters - volcanoes & earthquakes	What the Ancient Greeks did for us... (A) A study of modern and ancient Greece	Wild Waters (H & L) Rivers and Coasts

Curriculum Drivers: H - Humanities S - STEM A - The Arts L - Local Study