

Axbridge Church of England First School Academy

Creative Curriculum Policy

Signed:

Date of policy: October 2016

Review of Policy: October 2018

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Creative Curriculum

Our Academy is required to provide a broad and balanced Curriculum for all children which:

- prepares them for the opportunities, responsibilities and experiences of adult life.
- promotes their spiritual, moral, social, cultural, mental and physical development;

We have chosen to incorporate the National Curriculum 2014 into our Creative Curriculum and as outlined in our Funding Agreement regularly teach Religious Education, including a daily act of Collective Worship as a Church of England school. Our school curriculum is underpinned by the values that we hold in high esteem at Axbridge C of E First School Academy and reflect our mission statement that is shared by our School Community. The curriculum is organised to promote learning and personal growth and development. It 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. Our curriculum includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that are arranged in order to enrich the experience of the children. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

The aims of our curriculum are:

- ✓ To enable all children to learn and develop their skills to the best of their ability;
- ✓ To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- ✓ To provide children with a firm foundation in the basic skills of literacy, numeracy and information technology as a springboard to competency in all areas of an enriched broad and balanced curriculum
- ✓ To enable children to be creative and to develop their own thinking
- ✓ To teach children about their developing world, including how their environment and society have changed over time
- ✓ To enable children to be positive and active citizens in society;
- ✓ To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- ✓ To teach children to have an awareness of their own spiritual development, and to understand right from wrong

Organisation and planning

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum 2014, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Our creative curriculum has been organised into integrated topics and links have been made to other curricular areas within the topic and curricular focus. The use of ICT is integral within all topic areas in both the teaching and delivery and in the opportunities for children's independent learning. Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach, which incorporates key skills.

As a school our 'Curriculum Drivers' are 'Community', 'Spiritual, Cultural and Moral Awareness', 'Aspiration/Possibilities', 'Enterprise and Enquiry' and 'Creativity'. These curriculum drivers are the central part of our planning to provide the children with a broad and balanced curriculum.

Our curriculum is planned in three phases and is based around a creative, innovative approach encompassing a range of subject areas.

A long-term plan is agreed for each key stage and outlines topic content and delivery to be taught in each term, and to which groups of children.

Medium-term plans provide clear guidance on the objectives and teaching strategies employed when teaching each topic. Guidance from current National Curriculum frameworks supports planning structure. Other foundation subjects are based on skills development and the current National Curriculum programmes of study.

Short-term plans are produced by teachers on a weekly or daily basis. These set out the learning objectives for each session, and identify key resources, activities and assessment opportunities to be used during the lesson.

In the Foundation Stage and at Key Stage 1 a cross curricular topic approach is used in curriculum planning and design. The curriculum is planned carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, ensuring planned progression in all curriculum areas.

At Key Stage 2 the curriculum builds on the secure foundations established in the Foundation Stage and Key Stage 1 and expands upon the development of children's independent learning skills fuelled by a carefully crafted, topic based enriched curriculum.

Our go-givers PSHEC resource also adds a global dimension to our curriculum topics and aim to arm our pupils with the necessary skills to be active citizens for the future.

This is what the Creative Curriculum will do for our learners:

- Increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context.
- Raise standards in both teaching and learning.
- Help learners become more independent and take greater ownership of their learning developing children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Give opportunity for a flexible timetabling approach to make space for true depth of study.
- Establish cross-curricular links to foster a broader understanding.
- Create and maintain an exciting and stimulating learning environment, including whole school and Key Stage theme days and weeks such as Arts Week, Harvest Day, Healthy Schools Week.
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.

Effective Learning

In order for a creative curriculum to lead to creative teaching and learning, the approaches in school need to be founded on the following principles;

- Children know what it is they are going to learn.
- Children know what they need to do to be successful learners.
- Children are helped to be able to assess their own learning and the learning of others.
- Children receive positive regular feedback that helps them to identify what they need to do next.
- Children have time to reflect and review their learning.
- Children feel cared about and are happy, secure, motivated and stimulated.
- The learning environment is well organised, attractive, stimulating and positive.
- Children experience a variety of learning situations, both indoors and outdoors.
- Lessons are interesting, stimulating and fun and children have the opportunity to learn through first hand, multi-sensory experience.
- Expectations are high.
- Timetabling provides opportunities for flexibility
- Spontaneity is encouraged.

Teaching and Learning strategies

A variety of teaching strategies are employed ranging from whole class teaching, using open ended probing questions, visual stimuli and talk partners; periods of independent learning, where children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning. We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery.

To achieve this, open ended tasks elicit a variety and depth of response; setting tasks of increasing difficulty and scaffolding where appropriate, practical opportunities are provided for kinaesthetic learners; using visual stimuli and artefacts are used to promote interest; Teaching Assistants are used to support the work of individual children or groups of children. Regular trips and visitors are organised to further understanding including trips to a local farm, the quarry and Bristol Zoo.

Children with Special Needs, including Academically More and Most Able and Talented

The curriculum in our school is designed to provide equal access and opportunity for all children who attend the school, as stated in our SEN policy. Where a special need is identified our school is firmly committed, in consultation with parents and outside agencies, to meeting individual needs ensuring appropriate resources are employed. The School's practices comply with the requirements outlined in the current SEN Code of Practice in providing for children with special needs.

Assessment and record keeping

In order to track the progression of skills for each child we assess English and Numeracy against the National Curriculum 2014 statements using School Pupil Tracker to analyse data and the Foundation Subjects are tracked using Chris Quigley 'milestones'.

Class teachers assess and record attainment and progress of the core subjects against the National Curriculum 2014 statements for English and Numeracy and against the Chris Quigley milestones for all Foundation Stage subjects. (See Assessment Policy which is under review due to recent legislation to remove levels) Class teachers monitor the coverage of Knowledge, Skills and Understanding by cross referencing with planning and ensuring progression from one class to the next.

Each year the children are assessed according to the Skills set out in the National Curriculum 2014 and children who are below, at and above expectations are noted. Throughout the year class teachers plot children on a year group tracking sheet in reading, writing and mathematics each term.

Subject co-ordinators collect evidence; planning, assessment data, photographs, work, and children questionnaires from year groups to compile a portfolio that allows them to assess how well their subject is being delivered.

Equality Act 2010

The way in which the curriculum is delivered is covered by the act. We ensure issues are taught in a way that does not subject pupils to discrimination. In addition, what is taught in the curriculum is crucial to tackling key inequalities for pupils including gender stereotyping; preventing bullying and raising attainment for certain groups.

Monitoring and evaluation

All staff are responsible for monitoring and reviewing the Creative Curriculum on an annual basis, responding to monitoring and evaluation and discussions with subject co-ordinators, key stage co-ordinator, management teams and senior leaders. This is done through:

- regular formal and informal discussions with staff
- regular observations of lessons
- analysing assessment data
- regular scrutiny of children's work
- monitoring planning to ensure curriculum coverage
- collating data from staff, parent and children's questionnaires.
- speaking with the children about their learning.

As a result of the above, the SIP maintenance action plans and priorities will be amended in order to move the school forward.

Communication

Governors are kept informed of developments and priorities through a termly report written by the Headteacher, parents and carers are kept informed of developments, through regular class letters, Head Teacher newsletter, open evenings and end of year reports.

Resources

We value experiences and people as resources, and use them as resources as frequently as possible. Further resources are located in classrooms and are available to all staff. The subject leader is responsible for monitoring the use of resources, and in discussions with the headteacher arranging for replacements to be made from the curriculum development cost centre.