



# Ashton St. Peter's Church of England Voluntary Aided Primary School

## Creative Curriculum Policy

Ratified in May 2016

Update in May 2017

Supporting Every Child Matters

### See also policies:

- Spiritual, Moral, Social and Cultural
- Foundation Subjects
- Core Subjects
- Marking
- Inclusion
- Equality
- Assessment for Learning

### Introduction

This policy is a statement of the aims, principles and strategies for learning and teaching of the Creative Curriculum at Ashton St Peter's C of E VA Primary School.

### School Aims

At Ashton St Peter's C of E VA Primary School, we aim to foster a life-long love of learning, through adopting a highly practical, skills based and cross-curricular approach to learning. Our Creative Curriculum aims to deliver a twenty first century education that will equip our children with the skills required to be an independent and responsible citizen. We aim to deliver this through:

- Embedding ECM in all learning opportunities
- Developing a sense of community and belonging, contributing to our community through direct interaction - making links with local organisations
- Equipping children with skills for life, through practical experiences
- Making learning more meaningful, through putting it into context
- Holding a flexible timetabling approach to make space for depth of study
- Establishing cross-curricular links to foster broader understanding

### Learning and Teaching

We use a variety of teaching methods that accommodate the different learning styles of all children. We aim to ensure that all children are able to access the learning and make progress through quality first teaching.

All lessons conform to the three part model:

- Introducing with whole class teaching, using a variety of styles including, open ended probing questions, visual stimuli and talk partners
- Followed by a period of learning, where children may work independently, in pairs or as a group
- Lessons are concluded with a plenary that consolidates, extends and previews their learning.

Where possible teaching assistants will be used effectively to support the learning of individual children or particular groups.

Effective learning takes place when:

- Children know what they are going to learn and why
- Children know what they need to do to be successful
- Children are helped to assess their own learning and the learning of others
- Children receive positive 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, happy, secure, motivated and stimulated
- The learning environment is well-organised, attractive, stimulating and positive
- Displays show children's work - at all levels
- Children experience a variety of learning situations, both indoors and outdoors
- Expectations are high
- Spontaneity is encouraged
- Children are encouraged to be active and responsible for their own learning and progress

### **Creative Curriculum Planning**

Please see Appendices - Planning Formats

- The Creative curriculum covers History, Geography, Design and Technology, Art, PSHE and PE. Where possible links will also be made to other curriculum subjects including the Core (English, Maths, Computing, Science) and RE.
- Planning begins with the Long term Curriculum map for each class. Themes for the half term/term have been created based on the subjects that need to be covered. The themes create opportunities for cross-curricular learning.
- From this a detailed medium term plan ('Square Wheel') is produced for each theme. This is the document which is shared with parents at the beginning of each half term and can be found on our school website.
- Teachers then create a detailed short term plan for each subject included covered in the 'Square Wheel'. These plans include the attainment targets from the relevant programme of study for each subject from the National Curriculum.
- Teachers use the attainment targets to translate them into activities for the children.
- As each attainment target is covered, it is highlighted in the teacher's copy of the National Curriculum to ensure coverage.
- Learning and teaching is flexible based on children's current knowledge and skills. Plans are considered working documents and may change.
- Children record their work in a creative curriculum book. In KS2 the children have a separate science book, which moves with them through the school.
- Planning is monitored by the Headteacher and Subject Leaders.
- Whole school themed days/weeks will occur on a regular basis to promote a particular curriculum area, in accordance with the School Development Plan and priorities.

### **Curriculum Organisation and Time Allocation**

Foundation Subjects are taught in accordance with the requirements of time allocations. Whilst a Creative curriculum has been fostered by the school, teachers are required to ensure that subjects are covered in accordance with national requirements.

### **Community Links**

Where possible we will invite in parents, grandparents, carers, Governors or members of the local community. Visits to places of interest will also be planned into the themes taught.

Opportunities to explore the wider world will also form part of children's learning. This is implemented for example, through 'Around the World Weeks', links through World Vision with Mituso who we sponsor in Kenya.

### **Assessment and Recording**

- In accordance with our Feedback and Marking Policy
- Evidence will be collected by Subject Leaders drawn from children's work; discussions; observations and photographs

### **Monitoring and Review**

- Subject leaders collect evidence on a regular basis from looking at planning, children's work, pupil discussions, learning walks and lesson observations. Termly one to one subject meetings are also held with teachers.
- Governors are kept well informed of the developments and progress made through the Creative Curriculum.
- Parents/Carers receive the plan for each theme and are invited in to look at all children's work - 'Look at our Learning'.

### **The Role of the Subject Leader**

- Take the lead in policy development
- Collaborate with other Subject Leaders regarding Foundation Subjects covered through the Creative Curriculum
- Ensure progression and continuity throughout the school
- Support colleagues in their development of detailed work plans and implementation of the themed plans and in assessment and record keeping activities
- Keep up-to-date with developments in Creative curriculum education and disseminate information to colleagues as appropriate

### **The Role of the Governing Body**

- Support school in providing appropriate resources to ensure learning.
- Monitor and evaluate learning and progress.
- Ensure resources, teaching and learning are in accordance with the Equality and Inclusion guidance.

### **The Role of the Head Teacher**

- To ensure the Creative curriculum is effective
- To monitor learning and teaching
- To support subject leaders in purchasing resources; professional development and through the implementation of training and procedures.

### **The Role of the Class Teacher**

- To ensure planning adopts appropriate learning styles ensuring that all children make progress.
- To take part in professional development.

### **Review Procedures**

The School's policy will be reviewed when:

- Annually May 2017
- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by:

Date: May 2016

Chair of Governors