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Craven Primary Academy

Creative curriculum policy

Other academy related policies that support this policy are: Teaching and learning, Marking and feedback, Assessment, EVC Learning outside the classroom/Offsite visits

Date issued:

EAB approved

Review date:

Craven Primary Academy
Creative Curriculum Policy
Autumn 2015

Person currently responsible for subject: Trudi Bartle / Laura Welbourne

Introduction

The Creative Curriculum makes learning motivational and successful for all involved. It is a skills-based approach to the curriculum rather than contents-based. The Creative Curriculum creates contexts for learning, whilst covering all programmes of study in the new National Curriculum. Thus, the Creative Curriculum allows not only for pupils to achieve subject specific skills, but to develop key skills for learning in; communication, application of Maths, Information Technology, working with others, improving their own learning and performance and problem solving. In addition, enterprise, possibilities and basic skills are drivers which run throughout the Creative Curriculum.

Rationale:

The Creative Curriculum is reviewed regularly to ensure it is providing our children with the key skills and opportunities to develop independent learning and widen their knowledge and understanding of the world around them. Each class teacher is responsible for the delivery of the curriculum taking objectives from the Chris Quigley Essential Milestones.

Aims and Expectations

The Creative Curriculum aims are to:

- Increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context.
- 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.
- Provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account whilst embedding Maths and English basic skills with a particular focus on writing.
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Enable the communication of knowledge and feelings through various art forms including art/craft, music and drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Help learners to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.

- Give children greater opportunities to develop their thinking and problem solving skills mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Develop the use of ICT across the curriculum.
- Develop learners enquiring minds and scientific approaches to problems.
- Incorporate Parent Partnership days to promote enterprising skills termly.

Teaching and Learning, planning and organisation:

- Teachers teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
 - start with a clear learning objective, taken from the 'Essentials' curriculum, understood by all pupils
 - has clear differentiated outcomes
 - has a defined set of criteria for success, taken from 'STAT' document for English and Mathematics and the 'Essentials' curriculum for the foundation subjects
 - has learners working in the first 3 minutes of learning
 - ensure learners are not sat listening to teacher inputs for significant periods of time
 - employ interactive teaching methods and collaborative group work, especially the use of the TALK project.
 - has learners working at their instructional level.
 - Teachers will facilitate modelled/guided sessions. On the teacher modelled piece the focus may be written in a different colour to the rest of the text. (as per rainbow writing)
 - promotes active and independent learning that enables pupils to think for themselves and to plan manage and assess their own learning.
 - ensure that children are given long enough to complete work, and have opportunities for working for sustained periods of time, appropriate to their age.
 - ICT is used effectively to deepen understanding (Lexia, Bug Club, Third Space Learning)
 - presentation of learners work is of a highest standard.
 - uses 'Assessment As Learning' strategies within the lesson to ensure learning is taking place.
- Whole class teaching involves the use of open ended probing questions, visual stimuli and a variety of Cooperative Learning techniques;
- 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.
- Children have the opportunity to work independently, in pairs or as groups.
- Children are supported to be able to assess their own learning and the learning of others.
- Children receive feedback that helps them to identify what they need to do next.
- Children know what it is they are going to learn and lessons are scaffolded to encourage their natural enquiry.

- Trips and visitors are organised to further understanding.
- Possible trips, key texts for the term and dates for monitoring and Parent Partnership days are also noted on the context for learning.
- Classrooms and corridors are developed to ensure the learning environment suits the current topic, through creation of effective role-plays and independent learning opportunities.

Assessment and Record Keeping

- Class teachers assess and record attainment and progress of the core subjects, (see Assessment Policy).
- Topic books provide evidence of subjects taught and progress within the topics can be reviewed.
- Topic books show progress and celebrate achievements (see appendix 1) and are monitored regularly to ensure consistency in standards.
- Each half term/term (dependant on the length of the topic) children are assessed in the foundation subjects using Chris Quigley's Key Skills levelling criteria. Children who are working below, at and above expectations are noted. This information is shared with the relevant subject co-ordinators who collect evidence; planning, assessment data, photographs, and work from year groups to compile a portfolio that allows them to assess how well their subject is being delivered.
- Each week, learning objectives should be highlighted according to the marking and feedback policy, basic skills should be addressed including spellings and draft pieces of writing should be marked either by the teacher or peer-assessed.

Monitoring and Evaluation

The Creative Curriculum Leaders are responsible for monitoring and reviewing the Creative Curriculum on a termly basis, based on non-negotiables (See appendix 1) agreed with staff, through;-

- regular formal and informal discussions with staff
- regular observations of lessons
- regular scrutiny of children's work
- monitoring displays and the development of learning environments.
- monitoring planning to ensure curriculum coverage
- speaking with the children about their learning.

Communication

Governors (EAB members) are kept informed of developments and priorities. Parents and carers are kept informed of developments, through regular Newsletters, assemblies, Parent Partnership days and end of year reports.

Health and safety

See Health and Safety Policy.

Risk assessments and Evolves are carried out for every visit offsite and the equipment used in school has been checked and approved.

Appendix 1:

Non negotiables for curriculum books

- One double page spread must be covered each week in the curriculum books
- All evidence must go into the books, draft pieces underneath and final pieces on the top
- All draft pieces of work must be marked
- Books must be creative and well presented
- PE is excluded from evidence in the books
- RE / PHSE /British Values will be blocked and will be taught over 1 or 2 day each half term and placed in the back of the curriculum book.
- A new book must be started for each topic
- Each week the books must include:
 - At least one AF3 question (in labelled envelopes)
 - At least one piece of extended writing (draft piece underneath with the final piece on top.)
 - At least one problem solving activity (in labelled envelopes)
 - 3 foundation subjects should be taught – most weeks will involve 1 science + 2 others
 - Where an enterprise opportunity fits, try to include it
 - Strong links between the themes
 - Heading for each double page
- Each subject will be colour coded -
 - Geography = yellow
 - Science = green
 - History = blue
 - Music = pink
 - Art / DT = white
 - Computing = peach