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Craven Primary Academy Creative Curriculum Policy

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Autumn 2017

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 yearly 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 through a 'topic based' approach which incorporates key skills. Topics are decided based on the objectives needed for coverage in each year group and stage; these objectives are taken 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:

- 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 positive 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.
- Children know what they need to do to be successful learners.
- Trips and visitors are organised to further understanding.

Creative Curriculum planning and organisation

- Minimum requirements are taken from the programmes of study of the National Curriculum of what needs to be taught in Key Stages 1 and 2.
- Required knowledge, skills and understanding are covered as many times as possible throughout the Key Stage.
- Progression of skills is tracked through the Chris Quigley assessment criteria to ensure that children are given appropriate next steps.
- A context for learning is developed for each pod of the school (year 1 & 2, year 3 & 4, year 5 & 6).
- 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).
- Each half term/term children are assessed in the foundation subjects using the academy's assessment process based on key skills and in line with 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 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 field trip made and the equipment used in school has been checked and approved.

Reviewing the policy

The Creative Curriculum policy is reviewed yearly to ensure the curriculum is relevant to our current set of children. This ensures that we provide them with the key skills and opportunities to develop independent learning and continue to widen their knowledge of the world around them.

Next review September 2018.

Appendix 1:

Non negotiables

Curriculum 2017-2018

- 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 according to marking and feedback / writing policy
- Books must be creative and well presented
- PE can be used as evidence in the books in the form of a photograph (and description/evaluation for KS2)
- All photographic evidence must captioned or annotated
- RE / PHSE /British Values / other one-off theme weeks will be blocked 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 reading question which covers a range of question styles and domains over the topic. (in labelled envelopes)
 - At least one piece of extended writing (draft piece marked underneath with the final piece on top.)
 - At least one problem solving activity which is differentiated (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 that demonstrate skills
 - Heading for each double page including dates
- Each subject to be on a different coloured piece of paper:
 - Geography = yellow
 - Science = green
 - History = blue
 - Music = pink

- Art / DT = white
- Computing = peach