



BERKELEY PRIMARY SCHOOL

POLICY FOR CREATIVE CURRICULUM

Date of issue: Autumn 2010
Date of review: Autumn 2011

Mission Statement

"We are a happy school at the heart of the community where learning for all is promoted. Our ethos is to combine high quality teaching with care and support in the pursuit of excellence. Achievement, however it is shown is always celebrated. Traditional values are combined with a creative and open perspective. This enables all members of our school community to learn, grow and develop as individuals to realise their potential."

Senior member of staff responsible: Mrs Debbie Marklove

Designated member of staff: Mrs Amy Lanceley (Reception Teacher)

Designated Governor: (Governor)

Signed: (Chair of Governors)

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 environment 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 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 through the use of a range of learning and teaching styles.
- Embed key skills in order 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 Literacy and ICT
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Develop Excellence and Enjoyment.
- Support the Every Child Matters Agenda.
- 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 interests our children – Essential Learning
- Experiences/'WOW Days!' at the beginning of every theme will enable teachers to follow what inspires their pupils
- Involve our children in decision-making about their learning, allowing children choice and independence
- Closely monitor and assess progression in attainment and application of skills
- Help our children to transfer skills between different areas of the curriculum in order to encourage flexibility and resourcefulness and to enable them to use their strengths in one area to overcome challenges in another – to overcome 'I can't' and 'I don't get it'
- 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 different ways – not always pages in an exercise book but photographs, posters, products, presentations, performances...

Curriculum

The Creative Curriculum has been organised through a ‘topic based’ approach which incorporates the key skills set out in the National Curriculum. The use of ICT is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children’s independent learning. Each class teacher is 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:

- **Numeracy** – Maths skills are key to developing everyday skills although links can be made to the curriculum through **data handling, position, measurement**, *especially in Science, DT and Geography*.
- **Aspects of Literacy** – Phonics, Guided Reading and Handwriting are taught as discrete subjects as they build up basic skills.
- **RE** – in accordance with the Gloucestershire Syllabus although links with topics are made where appropriate.
- **PE and Swimming** – delivered by teaching staff and additional specialized staff
- **MFL** – *Spanish* – Taught by Spanish teacher

Teaching and Learning Style

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.

We use a variety of teaching styles:

- Open ended probing questions, visual stimuli and talk partners;
- We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery.
- **We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:**
 - setting common, open ended tasks to elicit a variety and depth of response;
 - setting tasks of increasing difficulty, scaffolding where appropriate;
 - grouping children by ability in the room and setting different tasks for each ability group;
 - providing practical opportunities for kinaesthetic learners;
 - using visual stimuli and artefacts to promote interest;
 - using Teaching Assistants to support the work of individual children or groups of children.
 - using trips and visitors to further understanding

Creative Curriculum Planning

National Curriculum objectives are incorporated into planning.

- Long term themes for the year; these are what themes will be taught and when. The long term plans for each theme hold the relevant objectives for the theme. These should be highlighted, as the activities are covered, using traffic lights assessment.
- Using the brainstorm of activities, we then consider what the best learning sequence would be. We record our medium term plan as a learning sequence for the length of the theme.

This includes:

- How the theme will be introduced (a 'wow' factor, that could be a visit, visitor or a trip).
- Opportunities for trips and visits from external agencies
- What the learning outcome will be – this could be an artefact, presentation, or experience for example
- A final summative assessment of children's' learning.
- Key Stages meet every half-term to plan the subsequent weeks work from the medium term plan. There is flexibility in time tabling, and according to the learning sequence, core subjects do not have to be taught exclusively in the morning.
- Plans are monitored by the Headteacher weekly.

Parental Involvement

Parents are the first and most important educator of a child. Therefore they are encouraged to be involved in their child's schooling from the beginning.

Parents and carers are kept informed of developments, through open evenings, end of year reports, and the school newsletter. They are invited on trips whenever possible. Celebration assemblies

Assessment and Record Keeping

Each term 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 and Head teacher.

Ongoing assessment includes:

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

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 (SEN).

Roles and Responsibilities

The Headteacher and Governing Body have overall responsibility for the Creative Curriculum, supported by the **Curriculum Leader**.

The Curriculum Leader is responsible for overseeing the delivery of the Creative Curriculum 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 during the Autumn Term 2011.