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Creative Curriculum

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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. We provide an education that develops social skills and encourages children to become more active citizens within the school community and beyond.

*Tell me and I forget,
Show me and I remember,
Involve me and I understand*

Aims:

The Creative Curriculum aims to:

- Provide a broad and balanced curriculum.
 - Use a creative range of learning and teaching styles.
 - Ensure our children are active, motivated and enthusiastic learners.
 - 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.
 - Give children ownership of their learning and work together with children to shape our curriculum to meet individual learning needs.
 - Stimulate our children's natural curiosity and to give them the confidence to be curious.
 - Allow our children to take risks.
 - Enable us to teach skills through the interests of our children.
 - Bring learning to life and celebrate lively and practical learning experiences through the use of WOW events, theme days and school trips.
 - 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.
 - Ensure our children know what they are learning and WHY.
 - Allow time for reflection and review – including peer and self-evaluation.
 - Use a wealth of relevant resources within classrooms as well as in the local community and in the wider area.
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- Use our fantastic outdoor learning areas to enrich children's learning and encourage practical using and applying of key skills.
- Allow our children to demonstrate their learning in creative and practical ways.

Curriculum

The Creative Curriculum has been organised as a topic based approach which incorporates the key skills set out in the National Curriculum. The use of ICT is encouraged in all curriculum areas. Each class teacher is responsible for personalised planning and delivery of the Creative Curriculum.

Although links can be made with all subjects, the following subjects are more often taught as dedicated, discrete sessions:

- **Numeracy** – although links can be made to the curriculum by planning in opportunities for using and applying maths skills.
- **Aspects of Literacy** – phonics, guided reading and handwriting are taught as discrete subjects as they allow children to develop key literacy skills.
- **RE** – taught in accordance with the Gloucestershire Syllabus although links with topics are made where appropriate.
- **PE and Swimming** – delivered by teaching staff and additional specialist staff. Links with topics are made where appropriate.
- **MFL (Spanish)** – taught by a specialist Spanish teacher.

Teaching and Learning Style

We use a variety of teaching styles:

- Using open ended and probing questions, visual stimuli and talk partners.
 - Using school trips and visitors to further understanding and encourage hands on learning.
 - Making learning meaningful through regularly celebrating and sharing children's successes.
 - We recognise that children have preferred learning styles and adapt our planning and teaching in accordance with this.
 - **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 learning activities to elicit a variety and depth of response;
 - offering differentiated challenges and scaffolding where appropriate;
 - providing practical opportunities for kinaesthetic learners;
 - using visual stimuli and artefacts to promote interest;
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- using Teaching Assistants to support and extend the learning of individuals or groups of children.

Creative Curriculum Planning

National Curriculum objectives are incorporated into planning.

- Long term themes for the year – a yearly outline of will be taught and when. The long term plans for each theme hold the relevant objectives for the theme. These are highlighted and annotated as the objectives are covered.
- Children are consulted and their views are gathered before detailed planning for a theme takes place.
- We record termly planning using ‘critical pathways’, which is the planned learning sequence for the length of the theme. This is adapted as necessary to allow for AFL.

Planning includes:

- details of how the theme will be introduced.
- opportunities for engaging and enriching learning experiences (WOW events, theme days, visitors, trips etc.)
- intended learning outcomes.
- opportunities for ongoing assessment of children’s’ learning.
- details of time tabling. There is not a requirement for core subjects to be taught exclusively during the morning. Teachers are encouraged to plan for a continuous flow of learning wherever possible.
- annotated plans are monitored by the Headteacher regularly.

Parental Involvement

Parents are the first and most important educator of a child. They are therefore encouraged to be involved in their child’s schooling from the beginning. Parents and carers are kept informed of developments through open evenings, informal and formal discussion with staff, end of year reports, newsletters, letters and the school website. They are invited on trips whenever possible. Celebration assemblies are held at the end of each theme, one of which includes a shared lunch for parents, carers and families.

Assessment and Record Keeping

Children’s progress is regularly assessed using the Creative Curriculum Key Skills. Children who are working below, at and above expectations are noted. This formative assessment information is recorded and collated using Classroom Monitor.

Ongoing assessment includes:



- evidence from topic books – including children’s comments
- evidence from questioning and discussion
- evidence of children’s learning in written work, presentations, performances, photographs, videos etc.
- self-assessment
- peer assessment
- formative assessment of children’s’ understanding through observation, marking and discussion.

Equal Opportunities

We aim to give all children, irrespective of age, gender or ethnicity 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. This approach aims to motivate and support children’s learning at all levels including the Able and Talented, children who speak EAL and children with SEND.

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:

- Discussion with the children about their learning.
- Regular formal and informal discussions with staff.
- Regular communication with parents, carers and governors.
- Monitoring planning to ensure curriculum coverage.
- Carrying out planning and book scrutinies.
- Observing learning and teaching to ensure excellent progress is being made.
- Reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Implementing changes to the curriculum where necessary.
- Formulating an action plan to move the creative curriculum forward and to link its aims to the SDP.

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 are responsible for making amendments to planning in order to optimise opportunities for meaningful learning as and when they arise, e.g. learning opportunities linked to a religious festival or current news event.

Review

This policy will be reviewed in line with the School Development Plan during Autumn Term 2015.
