

Shottery St Andrew's CE Primary School  
Creative Curriculum Policy  
DRAFT



### Rationale

**Learning within a context provides a relevance and reason for learning, a meaningful link which continually reinforces a broader understanding.**

### **Aims and Objectives**

We hope that our Creative Curriculum will:

1. Increase children's motivation, enthusiasm and engagement in their learning by making learning meaningful through putting it into a context;
2. Support the raising of standards in both teaching and learning enabling learners to make good progress and achieve their full potential;
3. Help children to become more independent and take greater ownership of their learning, developing their confidence and motivation to learn through the use of a range of teaching and learning styles;
4. Establish strong cross curricular links to ensure a broader understanding;
5. Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations;
6. Provide enrichment opportunities where learning and teaching can take place beyond the classroom;
7. Give opportunity for a flexible timetabling approach to make space for true depth of study;
8. 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;
9. Give children greater opportunities to develop their inventiveness and creativity, thinking and problem solving skills
10. Enable pupils to become independent and responsible citizens who will continue learning effectively throughout their lives.

### **Teaching and Learning**

Effective learning takes place when children feel cared about, happy, secure, motivated and stimulated; when children know what they are going to learn and why (Learning intention) and what they need to do to be successful (Success Criteria). At Shottery we expect our teachers to have high expectations for pupils and to use questioning effectively to assess understanding such that feedback to pupils is constructive. We also expect our teaching to enable pupils explore and take responsibility for their own learning and progress as such we encourage self and peer assessment so pupils will reflect and review their learning and learn to consider how they can improve their work and their next steps for learning. Classroom environments will be well-organised, attractive,

stimulating and positive. Displays will progress learning and will both celebrate achievement and support pupils to achieve more.

### **What is expected in each lesson at Shottery Primary**

#### **Active learning :**

- ❖ Full participation by children
- ❖ Differentiation-throughout the lesson
- ❖ Learning Intention always on display and explained with the necessary steps to achieve this (success criteria)
- ❖ Short effective teacher exposition
- ❖ Mini plenaries/recap/ drawing back together whenever necessary but not if needed
- ❖ Children self evaluating
- ❖ Investigation, application and problems solving related to the real world when possible
- ❖ Children actively developing ownership and responsibility for their own learning

#### **Targets evident:**

- ❖ On walls,
- ❖ In books,
- ❖ Children who know and can explain their targets.
- ❖ Children who know what the next level looks like.
- ❖ Children who know their levels (KS2) children who know how well they are doing (KS1)
- ❖ Access to Learning Ladders-understood by learners-displayed

#### **Learning Environment:**

- ❖ Working walls-accessible to learners
- ❖ Engaging display which stimulates and provokes learning-questions
- ❖ A wide range of work from a wide range of children on display and regularly changed.
- ❖ Celebration of learners' achievement
- ❖ Learning environments which promote independence.
- ❖ Interactive displays
- ❖ All resources used effectively to enhance learning including IWB and TA
- ❖ A well organised classroom, accessible to children
- ❖ Calm working atmosphere
- ❖ Consistent behaviour management

#### **A range of learning strategies will be employed in classrooms to fit the task, these may include:**

- ❖ Group work
- ❖ Guided group work
- ❖ Children using whiteboards with 'show me' used continuously
- ❖ Talk partners (THINK, pair, share) discussion/reflection time
- ❖ AfL in operation and evident in planning
- ❖ Peer assessment/marking
- ❖ Variety of targeted questions
- ❖ Children respond to next steps marking
- ❖ Effective use of ICT and the Learning Platform
- ❖ Pupil voice to effect learning-content and means
- ❖ Effective use of teaching assistants [and volunteers] as a valuable resource

### **Presentation of work:**

- ❖ KS2 all children writing/receiving the LI as a title,
- ❖ Date, (long for literacy, short for other areas)
- ❖ Marking by staff will be GREEN is GREAT, RED needs REVIEW

### **Creative Curriculum**

The programmes of study of the National Curriculum tell us the minimum requirement of what needs to be taught in Key Stages 1 and 2. The aim is that the required Knowledge, Skills and Understanding are covered as many times as possible throughout the Key Stage. In order to track the progression of skills each subject is arranged in stages which are used to plan the next steps in children's learning. Long term plans indicate what themes will be taught and when. The school has adopted a skills based curriculum and produced a document which breaks down the key skills that must be covered by specific points in time in each subject.

### **Creative Curriculum Planning**

The Creative curriculum covers Art, History, Geography, Design and Technology, PSHE, Music and, Science where possible, links will also be made to other curriculum areas including P.E, and Core subjects. Long term plans indicate what themes will be taught and when; the medium term plans for each topic hold the relevant Learning intentions and experiences in KS2 these are based upon the Cornerstones units. The short term planning indicates how these will be adapted to meet the specific needs of pupils and will be written in conjunction with on-going assessments, it is not envisaged that short term plans will be lengthy or prepared significantly in advance as staff will use information gained from preceding lessons, however, it is expected that planning occurs and outline plans should be submitted to the headteacher each week via the staff portal. In addition to cross curricular units of work opportunities for cross-curricular learning may occur through whole school themed days (or weeks) during the year to promote particular curriculum areas. School visits and visitors are arranged in accordance with Themes being researched.

### **Equal Opportunities and SEN**

All children should be given the opportunity to learn in a creative and encouraging learning environment which embraces a range of teaching styles. This approach motivates and supports children's learning at all levels including Gifted, Able and Talented, EAL and those identified with a Special Educational Need.

### **Resources**

The class teacher is responsible for monitoring the resources for Themes studied by their class. Should there be a need for additional resources or replacements, this should be discussed with the headteacher.

### **Monitoring and Review**

- ❖ This takes place through scrutiny of children's work, pupil discussion and questionnaires, discussions with staff, learning walks and lesson observations.
- ❖ Governors are kept well informed of the developments and progress made through the Creative Curriculum.
- ❖ Parents/Carers are kept informed of developments, through parents' evenings, open days, reports and newsletters.

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

- ❖ To support school in providing appropriate resources to ensure learning.
- ❖ To monitor and evaluate learning and progress.
- ❖ To ensure resources, teaching and learning are in accordance with the Equality and Inclusion guidance.

### **The Role of the Headteacher**

- ❖ To ensure the Creative Curriculum is effective and has impact.
- ❖ To monitor learning and teaching.
- ❖ To support staff in purchasing resources, to ensure staff training is updated in line with recent trends and developments and in line with school priorities.

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

- ❖ To ensure planning adopts appropriate learning styles ensuring that all children make progress.
- ❖ To ensure that key skills taught in English and maths are applied across the curriculum and that children apply targets from these lessons throughout all their work.
- ❖ To take part in professional development.
- ❖ To monitor the coverage of Knowledge, Skills and Understanding by cross referencing with planning thereby ensuring progression and complete coverage of curriculum.
- ❖ To report progress and attainment to parents.