

Pudsey Bolton Royd Primary School

'Succeed today,
prepare for tomorrow'



'A happy, welcoming, school community where we all engage,
achieve and excel.'

**Creative Curriculum Policy
Academic Year 2017 - 2018**

Creative teaching leads to creative learning:

**“Tell me and I will forget
Show me and I will remember
Involve me and I will understand”**

Our curriculum statutory aims are to:

- Deliver the requirements of the National Curriculum 2014 and the Leeds Syllabus for R.E.
- Provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.
- 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 and other media (ICT)
- 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
- Teach learners to know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Develop and embrace new technology and the use of ICT across the curriculum
- Have some knowledge of the beliefs of the major world religions

- Teach learners how to apply the basic principles of health, hygiene and safety
- Develop learners enquiring minds and thinking scientifically
- Enable the communication of knowledge and feelings through various art forms including art/craft, music, drama and the acquisition of appropriate techniques which will enable them to develop their inventiveness and creativity
- Develop social skills and encourage children to become more active citizens within the school community and beyond
- Reflect the cultural heritage of our children
- Ensure **all** children receive their curriculum entitlement in line with the Equality and Disability Act 2010

This is what the Creative Curriculum will do for our learners:

- Increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context
- Raise standards in both teaching and learning
- 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
- Give opportunity for flexible timetabling to make space for true depth of study
- Establish cross-curricular links to foster a broader understanding
- Create and maintain an exciting and stimulating learning environment
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom and through 'expert' visitors to school

Creative Curriculum

The Creative Curriculum has been organised into history and geography topics and links have been made to other curricular areas within the topic and curricular focus. The use of ICT is encouraged in all topic areas as a subject in its own right where appropriate and in both the teaching of the topic and in the opportunities for children's independent learning. The teaching of science is through thinking scientifically, following the National Curriculum and linking to other topics where possible and appropriate. The use of mathematical skills is made when possible in order for the children to see the links to the wider world.

Teaching and learning strategies

The curriculum will be taught using a variety of styles, whole class teaching, using open ended probing questions, visual stimuli and talk partners; children may work independently, in pairs or in groups. We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery.

To develop our teaching and learning, open ended tasks elicit a variety and depth of response; setting tasks of increasing difficulty and scaffolding where appropriate, practical opportunities are provided for kinaesthetic learners; using visual stimuli and artefacts are used to promote interest.

Teaching Assistants are used to support and enhance the work of individual children or groups of children. Trips and visitors are organised to further develop understanding. The school uses the Museum and Library services; bringing into school artefacts and exhibits which will enhance the children's understanding of a topic.

Creative Curriculum planning and organisation

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, revisited and built upon throughout the Key Stage. In order to track the progression of skills the Long term plans indicate what themes will be taught and when. Topic planning follows the sequence – An introduction for each topic/ theme including a 'Hook' for the learners e.g. a visitor, film or visit. Key questions to ask during the topic and an agreed outcome to steer the learning. This could be a display, assembly or presentation at the end of the topic work. The medium term plans for each topic hold the relevant learning and experiences. Medium term topic plans are linked to the national curriculum requirements and areas for assessments are also planned at medium term such as using K.W.L. sheets or concept mapping. The children are expected to reflect on their learning and where possible annotate their original questions and ideas.

English

English is a vital way of communicating in school, in public life and internationally. It enables children to learn how to express themselves creatively and imaginatively and to communicate with others effectively. In studying English pupils develop skills in speaking, listening, reading, writing (including punctuation and grammar) spelling and handwriting. Where possible these skills are developed through linking the teaching of English with other curriculum areas, for example making biscuits in Design Technology would link well with instruction writing in the English lesson.

Assessment and record keeping

Class teachers assess attainment and progress of the National Curriculum subjects against the expectations in the National Curriculum using Key Assessment Criteria to make their judgements. Subject co-ordinators collect evidence as appropriate; annotated planning, photographs, topic books and also may talk to children in order to assess the skills learned. Each topic's work is collated in a Standards file in which the expected standard to be achieved is displayed.

Equal opportunities and special educational needs

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. It is expected that this approach will motivate and support all children's learning at all levels including those identified with a Special Educational Need and those with English as an additional language.

Equality Act 2010

The way in which the curriculum is delivered meets the requirements of the Equality Act. Teachers are to ensure issues are taught in a way that does not subject pupils to discrimination. In addition, what is taught in the curriculum is crucial to tackling key inequalities for pupils including gender stereotyping; preventing bullying and raising attainment for certain groups.

Monitoring and evaluation

Subject s are allocated 20 hrs directed time to fulfil requirements as stated below:

The Subject Curriculum Leaders are responsible for monitoring and reviewing the Curriculum, responding to monitoring and evaluation. This process is achieved by:

- formal and informal discussions with staff.
- analysing assessment data to secure improvement.
- scrutiny of children's work .
- monitoring planning to ensure national curriculum coverage
- collating data from staff, parent and children's questionnaires.
- speaking with the children about their learning.
- As a result of the above, the curriculum plans may be amended in order to move the school/ subject area forward in line with statutory requirements but bearing in mind that the National Curriculum states that "*The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum*"

Communication

Governors are kept informed of developments and priorities through an annual report. Parents and carers are kept informed of developments, through regular class newsletters, Head Teacher newsletter, open evenings, end of year reports and the school website. The curriculum is available on the school website.

Resources

Each subject is resourced by the subject leaders. We value experiences and people as resources, and use them as resources as frequently as possible. Further resources are located in cupboards and bases around school and available to all staff. Electronic resources are available on the school s-drive. The Subject Leader is responsible for monitoring the use of resources, and arranging for replacements to be purchased, following the general school ordering procedures. Staff are asked to inform the Subject Leader if any resources are damaged or need replacing, and they are also asked to submit any resources to be added to existing stock.

Health and safety

We actively follow Leeds Council Guidelines. Risk assessments are carried out for every field trip and educational visits made and the equipment used in school is checked by the subject leader or external contractor e.g. PE. Risk assessments are read and signed by staff and kept centrally in the staff room