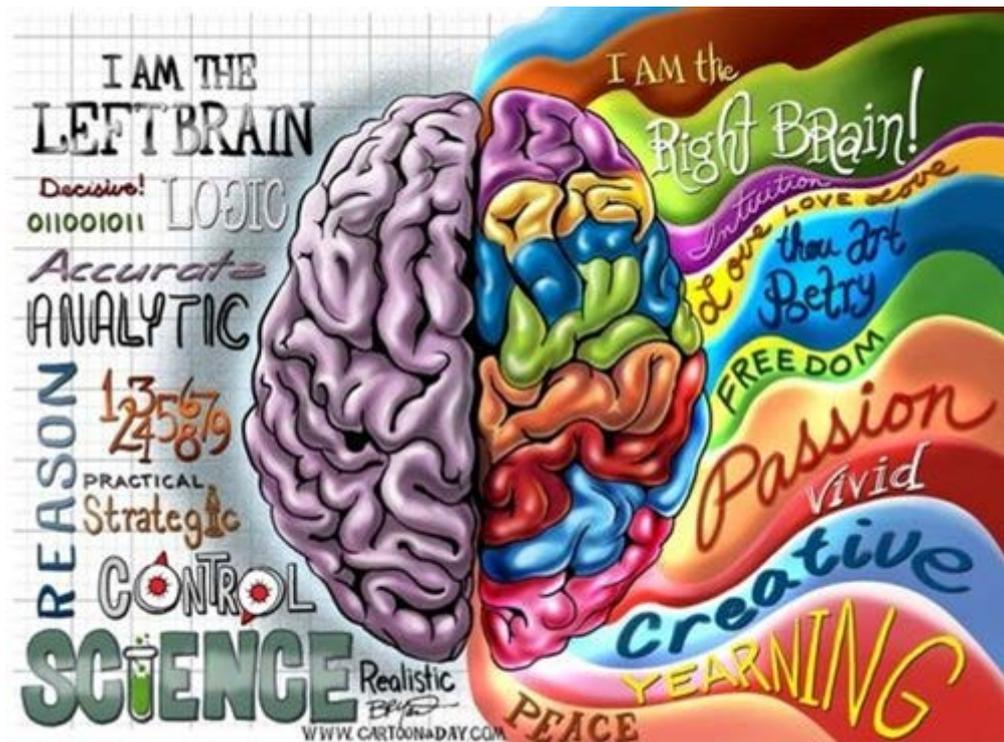


# Creative Curriculum Policy



Reviewed October 2016



## Introduction

This policy outlines the aims, organisation and management for the teaching and learning of the Creative Curriculum at Sturry CE Primary School, Hersden Primary School, Adisham CE Primary School, Lansdowne Primary School, Richmand Primary School and Thistle Hill Primary School. It is based on the National Curriculum 2014 Programmes of Study.

## What is a Creative Curriculum?

A creative curriculum is one which inspires and develops learning meaningfully; enabling children to make links across the curriculum to better understand and engage with the self, the world and the experience of life.

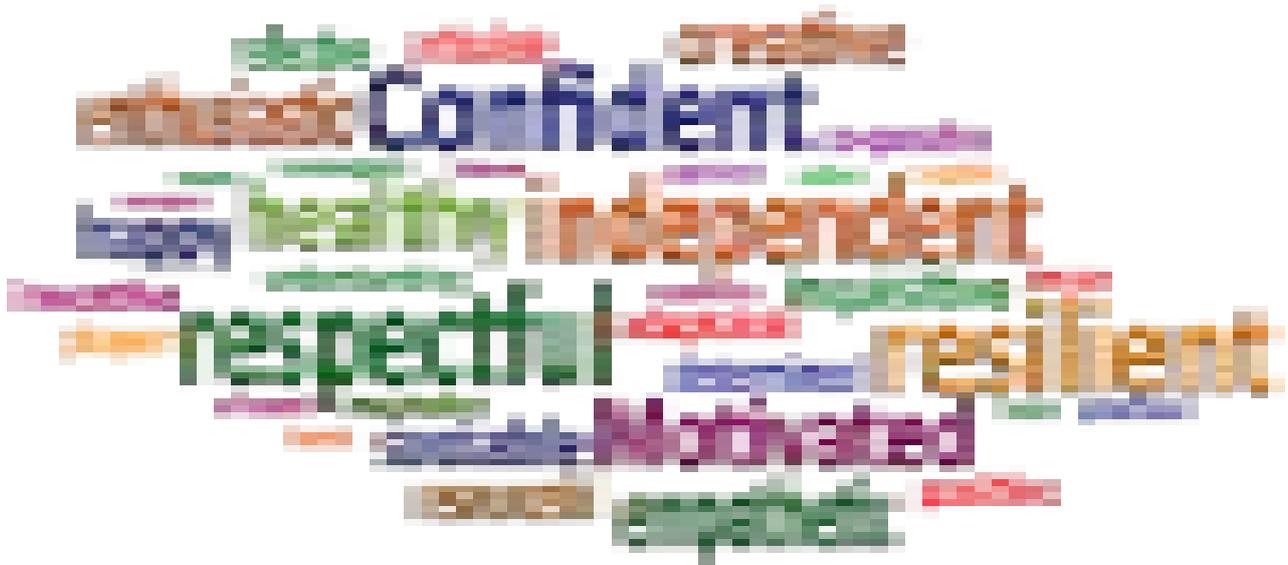
This creative curriculum has been organised into topics which meet the needs of the National Curriculum and that of the child. This includes the foundation subjects of Geography, History, Art, Music and Design & Technology, combined with the core subjects of Science, English and Mathematics. These inspire children, in their own unique ways, to be knowledgeable, creative, inquisitive and productive in a range of skills and abilities. Through the topics, the aims of our creative curriculum can be realised.

## What are our aims of teaching a Creative Curriculum?

- To enable every child to understand themselves as a valued individual and deepen their understanding of their personal, emotional, social, moral, spiritual and cultural developments.
- To foster the qualities of an effective thinker and learner, including a positive growth mind-set. This includes the capacity for resilience, resourcefulness, reflectiveness and reciprocity.
- To inspire and challenge pupils to experiment, invent, create and reflect deeply on their own works of art, music, craft and design.
- To allow pupils to design and make products that solves real and relevant problems within a variety of meaningful contexts.

- To inspire curiosity and fascination about the world and its people that will remain with pupils for the rest of their lives.
- To help pupils gain a coherent understanding and knowledge of Britain’s past, and that of the wider world.
- To teach children to broaden, deepen and master their skills and knowledge of the arts, humanities, English, mathematics and science,
- To fully engage children in a creative process where children play an active role in leading the learning experience.

**In short, our curriculum aims to empower every child to be:**



## **How do we plan for the Creative Curriculum?**

### **Long Term Planning**

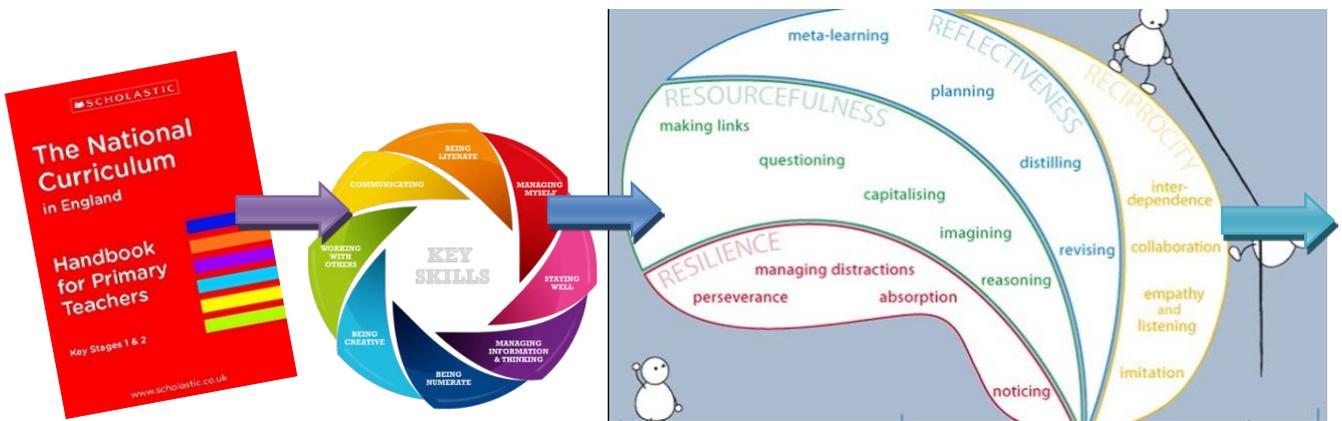
- The long term plan maps out the range of whole school and year group topics along with the subjects they focus on.
- The IPC software shows we have 100% coverage of the national curriculum needs.
- Generally 3 main subjects have been chosen to help bring the most sense to a topic e.g. in the topic of Chocolate, Graphic Design, Geography and English work cohesively together.

### **Researching /Mind-Mapping**

- Teachers within year groups across the trust meet to create mind-maps based on a topic.
- Teachers use the National Curriculum, IPC units of work, websites, literature, each other and where appropriate, the children, to further add to the mind maps.

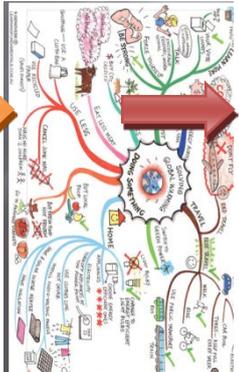
## Medium Term Planning

- Teachers use their mind maps to plan teaching sequences that build learning over time.
- Teachers may base each week on answering a key question or engaging with an experience. They will pick the learning objectives that best help children to make sense of the experience.
- It is important that the aims stated above underpin the activities, questions and creative processes mapped out for each week.
- The sequence of teaching and learning will encompass the cycle of inspire, assess, plan, teach, practise, apply, deepen and review through every topic.
- This takes the shape of a stunning start, children's and adults questions, powerful experiences, children taking the lead in responding to the experience further, teaching skills to help with this response and opportunities to self, peer and teacher assess.
- *Planning is monitored by the subject leader.*



Stour Academy Trust Long Term Plan 2016 - 2017

	Term 1 Time Detectives	Term 2 Mad Scientists	Term 3 Art Attack	Term 4 Nature Detective	Term 5 World Explorers	Term 6 Survivors	
<b>Shunning Start</b>	Time machine from London in the playground. A time traveller and his historical friends set the children on a treasure hunt to find the missing products.	Large 3 meter wide puzzle of multi-cultural group on the playground. Teachers on role as famous scientists and inventors. Children use forensic skills to investigate further. Screen show to view.	Art day. Large painting on the floor of the playground in 3D. Pinned and mirrored. Children and parents discuss what it could be. Teachers make an impression of realistic children with 3 artists.	Crime Scene with giant leaves, giant bite marks, large broken chrysalis. Visit 'From the Chalk' 'Visit From the Chalk' 'Visit From Caterpillars'	Around the world day. Sage with Multi-cultural music performance followed up by class workshop throughout the day. Each classroom to become a country. Children visit 3 countries.	The day starts with a story day when children discuss their own designs. New objects and concepts explained to the staff. Teachers perform an experiment where they have a reaction time to see how long it takes to respond to a stimulus.	
<b>Year R</b>	The History of the (Author Study - Janet & Alison Abbott)	Mad Scientists (Author Study - Eric Carle)	Art Attack (Author Study - John Doolittle)	Nature Detective (Author Study - Gillie Andrew)	World Explorers (Author Study - Michael Bond)	Survivors (Author Study - Michael Bond)	
<b>Year 1</b>	Time Detectives (History, Art, Music)	Mad Scientists (History, Art, Music)	Art Attack (History, Art, Music)	Nature Detective (Geography, History, Art)	World Explorers (Geography, Science, DT/Art)	Survivors (Science, English, Art, Music)	
<b>Year 2</b>	Time Detectives (Science, History, Art, Music)	Mad Scientists (Science, History, Art, Music)	Art Attack (Science, History, Art, Music)	Nature Detective (Science, History, Art, Music)	World Explorers (Science, History, Art, Music)	Survivors (Science, History, Art, Music)	
<b>Year 3</b>	Time Detectives (Science, History, Art, Music)	Mad Scientists (Science, History, Art, Music)	Art Attack (Science, History, Art, Music)	Nature Detective (Science, History, Art, Music)	World Explorers (Science, History, Art, Music)	Survivors (Science, History, Art, Music)	
<b>Year 4</b>	Time Detectives (Science, History, Art, Music)	Mad Scientists (Science, History, Art, Music)	Art Attack (Science, History, Art, Music)	Nature Detective (Science, History, Art, Music)	World Explorers (Science, History, Art, Music)	Survivors (Science, History, Art, Music)	
<b>Year 5</b>	Time Detectives (Science, History, Art, Music)	Mad Scientists (Science, History, Art, Music)	Art Attack (Science, History, Art, Music)	Nature Detective (Science, History, Art, Music)	World Explorers (Science, History, Art, Music)	Survivors (Science, History, Art, Music)	
<b>Year 6</b>	Time Detectives (Science, History, Art, Music)	Mad Scientists (Science, History, Art, Music)	Art Attack (Science, History, Art, Music)	Nature Detective (Science, History, Art, Music)	World Explorers (Science, History, Art, Music)	Survivors (Science, History, Art, Music)	



	Week 1 (Challenging session for the week)	Week 2 (Challenging session for the week)	Week 3 (Challenging session for the week)	Week 4 (Challenging session for the week)	Week 5 (Challenging session for the week)	Week 6 (Challenging session for the week)
<b>Powerful/Key Experiences</b>	Activity/Task/Experience Spring DT 1-3 Summer DT 1-3 Autumn DT 1-3					
<b>English &amp; SPaG/Phonics</b>	Activity/Task/Experience Spring DT 1-3 Summer DT 1-3 Autumn DT 1-3					
<b>DT/Art</b>	Activity/Task/Experience Spring DT 1-3 Summer DT 1-3 Autumn DT 1-3					
<b>Maths</b>	Activity/Task/Experience Spring DT 1-3 Summer DT 1-3 Autumn DT 1-3					

## How do we teach within a creative curriculum?

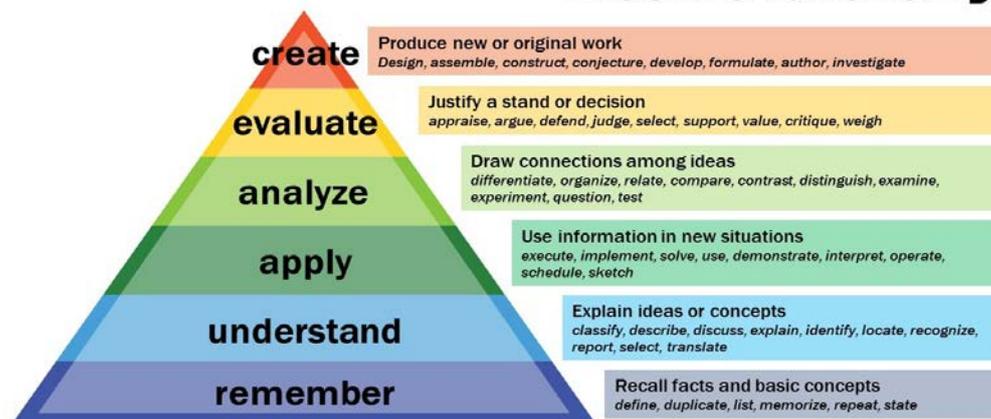
### Organisation

- Lessons, where fitting, should work cohesively within a topic or response to a powerful experience.
- Key Stage 1 and 2 should plan for around 3 hours of foundation subjects a week to ensure specific skills and knowledge are taught and mastered.
- The knowledge and understanding acquired in the lessons become fundamental for learning within the core subjects.
- Pupils are taught within their classrooms, outside areas and on school trips. Learning does not have to be at the desk all the time but using the space in new and purposeful ways to maximise learning.
- EYFS is being used for children at the foundation stage. Opportunities for foundation learning should be developed through all areas of learning.

### A typical lesson will include:

- An engaging and meaningful purpose/context; something that will hook the children's fascinations e.g. alien spaceship crash lands outside the classroom.
- A clear learning objective. When lessons are cross curricular, the specific learning for each subject must still be focused and clear.
- Opportunity for children to reflect on and respond to their next steps from the previous lesson.
- A stimulating input where the children actively learn new knowledge or skills
- A challenging and inspiring practical or written activity that utilises the knowledge in order to gain understanding and develop independence.
- An element of choice is provided in how children may respond to a task to best suit their needs as well as the need of the curriculum.
- Children may work individually on a task, in pairs or in a small group, depending on the nature of the activity.
- Differentiation so all the needs of the children are met in order for them to meet the learning objectives and even work at greater depth.
- The correct use of related language. This is supported by key vocabulary being displayed
- High expectations of literacy and numeracy skills, including presentation, handwriting and spelling.
- Explicit links to how the child is being an effective learner e.g. collaborating
- Constant opportunities for children and teachers to assess the learning and adapt the lesson accordingly.

## Bloom's Taxonomy



## **How is the Environment used?**

It is important that the classroom environment supports both the learning and teaching of the topic. The school aims to provide a varied and stimulating environment:

- through the use of working walls to support learning and teaching in a lesson or series of lessons.
- through interactive displays that promote thinking and discussion.
- through displays of pupils' work that celebrate achievement, including quality cross curricular writing, science and mathematics.
- by providing a rich and wide range of resources for teacher and pupils to use, including a range of quality texts around the topic.

## **How do we Assess, record and report attainment and progress?**

### **Assessment takes place throughout each lesson.**

- This is to be done through observation, quality questioning, children's explanations, children's demonstrations of skills, listening in to conversations, comparing examples of work, peer assessment, self-assessment and by filming the children and playing it back to them for immediate reflection and feedback.
- The use of film and photos are also vital for recording and measuring progress in practical elements of a topic, such as music and dance. By filming children at the start and the end of creative process, progress will be easily captured.

### **Assessment takes place after each lesson objective has been covered.**

- This is to be reviewed every term.
- Highlight the national curriculum objective when it has been achieved.
- Children who have not met the objective are noted down to the left and those who have worked beyond are noted down to the right.
- By doing this, teachers can monitor what they have taught and what the children have learned. This helps teachers identify gaps and next steps.
- Teachers can then target children who need more support and those that need a greater challenge to stretch and deepen their learning.
- The teacher will know if an objective has been met through observations over time, targeted questions and the children's variety of outcomes.
- The progress of the children's learning is measured by the work recorded in writing, drawings, photos and videos.

## How do we ensure Equal Opportunities and Inclusion?

All pupils will have equal opportunity to reach their full potential across the foundation curriculum regardless of their race, gender, cultural background, ability or physical disability. **The school's equal opportunities policy applies to the teaching of foundation subjects as to all other subjects.**

### Homework

Children in Years 1-6 receive a project-style homework once a term. This contains 12 mini-tasks, which the children are free to choose a pre-set amount from. Homework tasks are set to engage all styles of learning, with written, visual and practical tasks available for all the pupils. This is then submitted at the end of term. See **Homework** policy for further details.

- to develop and consolidate their skills and knowledge,
- to share their work with their family
- to prepare for their future learning.

### Approval

During the ..... it was approved by the governing body on ..... 20.....

This policy will be reviewed .....