

# **Creative Curriculum policy**

## **Corrie Primary and Nursery School**



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**Last reviewed on:** March 2021

**Next review due by:** July 2023

Our curriculum is based on the National Curriculum. Our pupils are offered a wide range of experiences to extend their understanding of themselves and the world in which they live.

Whilst we follow the national curriculum, our curriculum is unique because it is shaped by and for our children. Our curriculum has been carefully designed, planned and organised to ensure that 'arts' and 'democracy' lie at the heart of all that we do, whilst meeting the statutory requirements of the National Curriculum.

Our curriculum has been designed to offer a range of experiences to ensure our children benefit from a full range of activities which will enrich their lives and live successfully in the ever changing world. Lessons are stimulating and interesting where children work collaboratively yet developing their independence.

Teachers plan the curriculum around the needs of our children ensuring that there are plenty of opportunities for cross curricular learning to enable the children to use their skills and understanding in all areas of the curriculum. When it is appropriate, we also make links to the core subjects and the other foundation subjects to give the children a real context to their learning and to inspire their imaginations.

The curriculum is filled with first hand purposeful experiences which enable children to expand their horizons and benefit from the breadth of opportunities available in our locality. These give children the chance to take on challenges and delve deeper to extend their expertise.

In Early Years, we follow the EYFS curriculum and from Key Stage 1, we follow the national curriculum and ensures that every child receives an appropriate mix of academic and personal development placing equal importance on core and foundation subjects. This means that at Corrie children will be well rounded successful young people who will be confident to tackle any challenge they may face.

In order to ensure continuity and progression across subjects, each curriculum area has a subject leader and the whole curriculum is monitored and improved by our Deputy headteacher responsible for the curriculum.

## 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Ensure children respect each other and can communicate well, whilst are able to learn independently and with others.
- Are creative and resourceful by applying and transferring skills to different situations.

## 2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

## 3. Organisation and planning

We use topics to deliver humanities subject skills and understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught and available on our website. It is important to us that art drives our curriculum along with democracy and that, where appropriate, links across the curriculum are made. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

Our planning gives an outline of the skills taught in each year group and shows progression and continuity between skills taught in a cross curricular way across school.

Children work collaboratively or independently on their activities to demonstrate their learning. Children use Kagan books to showcase their learning as a group. Each piece of work will have a title posed as a question and the children's names will be written under the work they have completed.

We assess children's work in topic work by making informal judgements as we observe them during each lesson, linked to the Learning Objective and National Curriculum statements. Teachers use the observations tool on Target Tracker to record assessments, which allows them to take photographic or video evidence of children's work and make comments about their progress. This helps to build a 'learning journey' of a child's time at Corrie, which clearly evidences children's work and allows subsequent teachers to access this information. Any extended pieces of written work are marked in line with the school's English marking policy. At the start and end of each topic children will complete a pre and post assessment to show progress.

See our EYFS policy for information on how our early years curriculum is delivered.

## 4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School council
- School visits
- Speaking with staff, pupils and parents

Subject leaders monitor the way their subject is taught throughout the school by:

- Pupil voice
- Staff voice
- Book scrutiny
- Lesson observations and learning walks

## 6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives

This policy will be reviewed by the Senior Leadership Team. At every review, the policy will be shared with the full governing board.