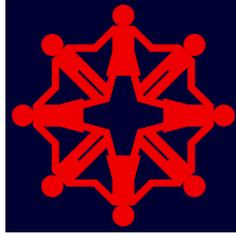


All Saints' CofE Primary School



Creative Curriculum Policy

Reviewed: July 2020

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Our Vision

All Saints' School is an open and caring community committed to Christian values. Our school is based on the love of learning, social justice, inclusion and responsibility. It is committed to bringing positive change and peace in our local community and the world. "What does the Lord require from you, but to do justice, love kindness and to walk humbly with your God." Micah 6:8

At All Saints', we aim to provide outstanding outcomes for our pupils. As a forward-thinking school of the 21st century, we believe learning should be exciting and our ultimate aim is to provide a highly enjoyable, creative curriculum which not only incorporates the National Curriculum but takes into account the needs of all pupils, valuing their diversity and enabling them to make excellent progress within their learning. We are actively committed to providing a curriculum which encompasses the teaching of Black history all year round and addresses wider issues of society and equality, thus providing all our young people with a sense of identity and belonging.

Our aim is to develop the whole child, ensuring each has the opportunity to achieve their full potential, both academically and personally. We hope to enable our children to develop a lifelong love of learning which is extended beyond the classroom walls and into the wider world. We strive to create an atmosphere where children take an active role in their learning and have high aspirations and expectations of themselves.

In order to achieve this, we are committed to providing all of our children with the opportunity to develop their higher order thinking skills. These skills are then developed so that they can apply them to the wider world context by making real world applications. We are proud to develop these opportunities through a range of different approaches. Where relevant, these include project-based learning, challenge based learning and immersive environments which are all encompassed within our creative curriculum.

Organisation of the Curriculum

The National Curriculum is specified as separate subjects but schools are not required to teach the subjects separately. We believe the coherence of the curriculum can only be strengthened by combining aspects of one subject with those of another and strongly promote this within our topic-based curriculum. Each topic begins with an enquiry question and has been carefully mapped out to allow for a cross-curricular approach. The learning objectives for each individual subject continue to be covered but in a more creative and imaginative way.

Across Years 1-6 the curriculum has been organised into overarching topics which last for a term. These topics cover a wide range of different learning themes and have been carefully mapped out to ensure children have access to a broad and balanced curriculum. The Early Years Foundation Stage have also organised their curriculum into topics and themes, ensuring all children have access to achieve the requirements of the Early Years Foundation Stage Curriculum while still incorporating the children's interests and ideas.

Creative Curriculum Overview

	Autumn 1 Respect	Autumn 2 Peace	Spring 1 Love	Spring 2 Faith	Summer 1 Perseverance	Summer 2 Hope
N	Settling In Apples Black History	Fireworks Feelings Christmas	Colours Robots Growing	Chinese New Year Space Easter	Traditional Stories Butterflies Healthy Living	Pirates Sharks and the Sea Moving On
R	Ourselves Hungry Caterpillar Goldilocks	Seasons Superheroes Christmas	Naughty Bus Going on a Bear Hunt Jobs & People	Celebrations Time Dinosaurs Easter	Minibeasts The Farm	Planets & Aliens The Seaside Transitions
Y1	What Makes Me Special?		Who Lived in a Castle?		What Lives on Our Field?	
Y2	Why Do we Love London?		Why are Polar Bears White?		How Does Your Garden Grow?	
Y3	What's Under the Ground?		Why are Rainforests Important?		Was it Easy to be an Ancient Egyptian?	
Y4	What Was London Like During WW2?		What's Under the Sea?		Were the Romans Really Ruthless?	
Y5	Was it Great to be an Ancient Greek?		What's Beyond Our World?		Who Began the Kingdom of Benin?	
Y6	Were the Vikings Really Vicious?		What Colour is Light?		How Did WW2 Change Britain?	

Effective Learning

In order for our creative curriculum framework to lead to creative teaching and learning, the teaching and learning approaches in school are founded on the following principles of effective learning:

Children know what it is they are going to learn and have a choice in the way they learn.

Children are helped to be able to assess their own learning and the learning of others.

Children receive positive feedback that helps them to identify what they need to do next.

Children have time to reflect and review their learning.

Children feel cared about and are happy, secure, motivated and stimulated.

The learning environment is immersive, stimulating and positive.

Children experience a variety of learning situations, both indoors and outdoors.

Lessons are interesting, stimulating and fun.

Expectations are high as outlined in our Expectations Charter.

Timetabling provides opportunities for flexibility.

School Ethos and Spiritual Values

We are proud to be a Church of England School, led and supported by the Southwark Diocesan Board of Education (SDBE). As an SDBE school, we believe that our curriculum should enable pupils to reflect and explore the spiritual and ethical dimensions of all subjects, as well as promoting the development of the whole child, both academically and personally.

We seek to provide a curriculum which is inclusive, memorable, thought-provoking, inspiring, challenging, practical and enjoyable.

Our curriculum should enable our young people to:

Improve their life chances.

Release and realise their potential and be able to demonstrate it to others.

Feel fulfilled and have a sense of self-worth.

Develop transferable skills for future employment and living.

Build strong relationships and be relational in their encounters.

Realise that learning continues and has no boundaries.

Be exposed to a range of opportunities and experiences.

Navigate future change in society and the evolution of technology.

Inspire and support others.

Be aspirational.

Be discerning.

Develop thoughtful and spiritual perspectives on the world, through which they can pursue wisdom and join in the conversation, "What is it to be human?"

Participate in great intellectual adventures and a quest for wisdom.

Our Church of England school ethos also encompasses our half-termly spiritual and moral values of Respect, Peace, Love, Faith, Perseverance and Hope. Each value is regularly taught to the whole school through class discussions and whole-school assemblies. Our half-termly 'Big Questions' link to our values and provide opportunities for our pupils to think deeply about how we can all strive to put them into practice in an increasingly complicated world. Our values are also embedded in our classroom and learning rules, as well as our behaviour policy.

We also work closely with All Saints' Church in Upper Norwood and enjoy regular visits from our Parish Priest, Father Leonard and his team. We join with the Church to celebrate many events in the Church calendar, either at All Saints' Church or in our school assemblies.

Immersive Environments

At All Saints' we believe the learning environment plays a crucial part in a child's development and can have a huge impact on their learning. Within each theme our aim is to transport our children back in time or to a place or event linked closely within the topic. By adapting the classroom environment to reflect the theme, we hope to engage our children and ignite that spark that makes them want to question why and how things happen and plant a seed that makes them want to go and find out more.

We strongly believe that by immersing the children in an environment which stimulates all five senses we develop and provoke the desire to learn and question why and how things happen. In doing this, we encourage children to develop as independent learners within a stimulating, engaging and purposeful learning environment.

Children's achievements are celebrated regularly through school newsletters, displays in classrooms and shared areas and in assemblies where children are encouraged to share their knowledge with the rest of the school.

Enhancing the Curriculum

Alongside our topics, we also hold a number of specific themed weeks across the whole school such as Diversity Week, Explorers Week and Maths Week. These theme weeks often focus on specific areas of the curriculum such as Science, Humanities and Maths.

We also promote an ethos where we encourage visitors to come into school and for children to go out on visits which will extend and develop their knowledge and understanding of what they are learning. These opportunities enable our children to have first-hand experiences, which brings their curriculum alive and gives it purpose and meaning.

Promoting British Values

At All Saint's we believe that we prepare pupils positively for life in modern Britain and we promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Democracy: This is embedded within the school where pupils have the opportunity to have their voices heard through our School Council, pupil questionnaires and class worship times. The children elect class representatives for the School council and are taught how a democratic society works in lessons.

The Rule of Law: The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message.

Individual Liberty: Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect: Our school ethos and behaviour revolve around our spiritual and moral values and Respect is one of the half-termly values that are taught to the whole school. Pupils have been part of discussions and assemblies related to what respect means and how it can be shown. The school promotes respect for others and this is reiterated through our classroom learning rules and behaviour policy.

Tolerance of those of Different Faiths and Beliefs: This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

Part of our vision at All Saints' is to prepare the children of the future to become valued members of society. Promoting British Values enables children to develop a sense of community and begin to understand their responsibilities and role within it.

Planning

Planning for the creative curriculum is based on a progression of skills. A series of lessons based on the year group topic are planned using the key performance indicators in the National Curriculum statutory guidance.

- Long and short-term planning is created for Literacy and Numeracy linking where possible to the theme.
- Detailed curriculum maps and weekly planning grids are produced for foundation subjects, identifying cross-curricular links and ensuring all key skills and objectives are taught.
- Foundation Stage use the EYFS Framework to provide opportunities for children to progress and develop.

Monitoring

Topic planning and curriculum grids are collated to ensure curriculum coverage and breadth of study across the school. Subject Co-ordinators will monitor their individual subjects whilst members of the SLT will monitor the whole curriculum and ensure it is being delivered effectively.

Policy Updated: July 2020

APPENDIX I

Teaching Approaches & Pupil Outcomes Checklist

Teaching Approaches

These should be present in every topic:

- Planned speaking and listening.
- A 'Super Start' and a goal - something exciting to kick the topic off and something inspiring to aim for at the end such as an event, display, performance or visit.
- Pupil voice - what do children want to learn/do?
- Assessment for learning – pupil led.
- First-hand experiences.
- Cross-curricular opportunities for writing.
- Pupil-led activities with an element of real choice.
- Opportunities for Personal and Social Development.
- Different groupings - pairs, class, individual, ability groups, friendship groups, non-ability groups.
- Display or indication of theme in classroom environment.
- Assessment opportunities for teacher.
- Drama/role play.
- Opportunities for children to ask questions and pursue answers.
- Time to produce work of real quality and evaluate it.
- Computing.
- Ensure core objectives are covered but allow for flexibility.

Topic & Science Book Expectations

- At least 4 pieces of recorded work/evidence per unit taught.
- A variety of learning situations/outcomes and groupings (pairs/class/individual/groups) and at least one practical, creative or investigative activity/outcome per unit taught. Eg. Drama/role-play, outdoor learning (such as geography survey or outdoor science investigation), practical science experiment, class debate.
- Subject related WALT and date on all work.
- Neat presentation – same expectations as writing and maths.
- Maps/photos/diagrams/tables etc. can be stuck neatly in books but no worksheets.
- Make use of opportunities for cross-curricular writing which could be done in literacy time.
- Work should be completed and marked – green pen only but there should be brief teacher comments/questions/written feedback on some work as appropriate.

APPENDIX 2

Classroom Organisation & Display Checklist

Classroom Doors:

- Name of class, adults and roles.
- Welcome to class.
- Hand – high five rules.

Outside Classrooms – Cloakrooms & Toilets:

- Half-termly School Values – Respect, Peace, Love, Faith, Perseverance, Hope.
- Art work of a high standard.

Inside Classroom:

- Display all core subjects: Maths/Writing/Science/Computing.
- Book Corner: should be a focal point of the room and adapted creatively to reflect class topic.
- 3D work on display.
- Prayer corners: coloured cloth (green/purple/white), candle, Bible, prayer box.
- Classroom rules: 3-5 main ones linked to 'High Five' hand.
- Map of the world: displayed effectively and referred to regularly.

Hall Displays:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Topic	Christmas	Class Topic	Mathematics	Whole School Literacy (Including writing, 3D props, photos & art)	

Expectations & Standards:

- Classrooms should be creative, colour coordinated as much as possible and include material and soft furnishings to enhance the environment for the children.
- Book corners should be changed each term to reflect the class topic and should be creative, immersive and stimulating.
- Displays should consist of 80% pupils work.
- Displayed work should be of a high standard (no felt tip please!) and writing should not include punctuation, grammar or spelling mistakes.
- All displayed work should be mounted or displayed in frames, not stuck directly onto walls.
- Surfaces should be kept tidy, with no papers or books in unwanted places.
- Pupil books and resources should be labelled clearly and stored neatly to avoid clutter.