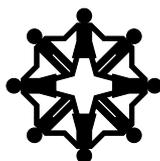


# All Saints' CofE Primary School

## Creative Curriculum Policy



*All Believing, All Achieving*

### **School 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.*

### **Curriculum Intent**

At All Saints', we have designed a curriculum which is built on our school vision and motto; *"All Believing, All Achieving."* Every child is recognised as a unique individual, we celebrate and welcome differences within our school community and adopt an anti-racist approach across our school. The curriculum embraces the diversity of our school community, recognising local history, pupil heritage, geographical and business links and most importantly, the aspirations of all our children.

We place great importance on a curriculum which develops the whole child and have developed a bespoke curriculum that drives the aims and values of our school and serves the needs of all our children and families. Our school community has identified a clear set of core values that underpin our expectations of the attitudes and behaviour of all the members of our school family; Respect, Peace, Love, Perseverance, Faith and Hope. Our core values are introduced in worship, discussed in class and promoted through learning activities and through our everyday actions.

We aim to foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural development of each child is considered. We firmly believe that everyone is entitled to an ambitious curriculum and our curriculum design is accessible for all, including children who may have additional educational needs or who come from disadvantaged backgrounds.

Our curriculum is broad in scope, rich in knowledge and experience, coherent and carefully sequenced and structured so that pupils retain knowledge and concepts over time. Learning experiences, knowledge and skills are sequenced and woven together to enable children form a deep understanding within and between various subjects. We also place a strong emphasis on securing the basic skills of reading, writing and mathematics in every year group.

A variety of first-hand learning experiences, extracurricular activities and topic approaches are used in order to enrich the children's experiences and cultural capital as well as enabling them to develop interpersonal skills, build resilience and develop as creative, critical thinkers. We also use a 'growth mindset' approach to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Teaching and learning is underpinned by these key principles and approaches and aims to:

- Equip the children with the knowledge, skills & values they need to succeed locally, nationally & globally.
- Provide a broad and balanced curriculum that meets the needs of all pupils, to enable them to achieve their full potential and make progress in their learning.
- Provide a rich 'cultural capital' for all pupils and address social disadvantage.
- Help pupils to remember long term the content they've been taught and to integrate new knowledge into larger ideas.
- Promote the importance of spoken language in pupils' development – linguistically, cognitively and socially and broaden children's vocabulary.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Promote high standards and embed key skills of literacy and numeracy.
- Provide opportunities to revisit learning to aid long term memory and apply knowledge and learning in practical ways.
- Make learning more meaningful, by putting it into context.
- Listen to pupil voice and involve pupils in planning and decision making.
- Provide a creative approach to planning and delivery that includes and goes beyond that of the National Curriculum and EYFS Curriculum.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Promote British Values and pupils' good behaviour and safety and their spiritual, moral, social and cultural development and encourage children to become more active citizens within the school community and beyond.
- Prepare children for the next stage of their education.

### **Curriculum Implementation**

The curriculum is delivered through our termly creative, cross-curricular topics, which include disciplinary subject teaching, direct teaching and child-led exploration. Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach. Although subjects are taught discreetly, links between them are made where appropriate and literacy and numeracy are promoted in all subjects.

We have created a knowledge and skills-based continuum of carefully sequenced learning - a progression model where children build upon previous learning and revisit knowledge to embed it in long-term memory. Topics and areas of study are revisited at incremental levels of difficulty so that children can build their knowledge and skills as they mature, making conceptual links and integrating prior knowledge with new learning.

Each topic begins with an opportunity for recalling prior knowledge and an overview of the main subject discipline, including key concepts and characteristics. Our curriculum has been carefully designed to enable learners to acquire relevant subject knowledge which underpins the application of skills. Skills are carefully and progressively mapped across each subject area and year group. Learning is consolidated and built upon to support retention and recall and is clearly outlined on subject specific knowledge organisers which outline key knowledge, skills and vocabulary needed for each subject unit being taught.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plans and using our planned creative curriculum topics, teachers create medium term plans. They then produce more detailed short-term planning which focuses on the teaching and learning processes and styles, tailored to meet the needs of individual classes and pupils.

## Creative Curriculum Topics

	<b>Autumn 1 Respect</b>	<b>Autumn 2 Peace</b>	<b>Spring 1 Love</b>	<b>Spring 2 Faith</b>	<b>Summer 1 Perseverance</b>	<b>Summer 2 Hope</b>
<b>N</b>	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
<b>R</b>	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
<b>Y1</b>	What Makes Me Special?		Who Lived in a Castle?		What Lives on Our Field?	
<b>Y2</b>	Why Do we Love London?		Why are Polar Bears White?		How Does Your Garden Grow?	
<b>Y3</b>	What's Under the Ground?		Why are Rainforests Important?		Was it Easy to be an Ancient Egyptian?	
<b>Y4</b>	What Was London Like During WW2?		What's Under the Sea?		What Were the Romans Like?	
<b>Y5</b>	Was it Great to be an Ancient Greek?		What's Beyond Our World?		Who Began the Kingdom of Benin?	
<b>Y6</b>	What Were the Vikings Like?		What Colour is Light?		How Did WW2 Change Britain?	

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify the curriculum for some children, in order to meet their needs, then we do this in consultation with parents and our Special Educational Needs Coordinator (SENCO). In most instances, the teacher is able to provide appropriate resources and educational opportunities within normal classroom organisation but if a child's need is more significant, we may involve appropriate external agencies to support and make recommendations and assessments.

### Enhanced Curriculum

Our enhanced curriculum runs alongside and compliments the National Curriculum but aims to broaden the horizons of our children and provide our children with unique experiences outside of the National Curriculum. Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum and our Forest School, off-site visits, visitors into school and shared experiences with the wider school community.

To further enhance the curriculum, we incorporate additional whole-school curriculum themes and events that allow for further in-depth development of knowledge, concepts and understanding across all subjects, link to community and current affairs, or provide further in-depth coverage of other subjects, such as Black History Month, Science Week, Safer Internet Day, and Anti-bullying Week. Subject specialists also work alongside class teachers to provide further enrichment activities such as singing, learning musical instruments and sports clubs and competitions.

We aim to take children outdoors as much as possible to make learning more relevant to their lives in the community and wider world. We encourage children to be responsible for and respect the local community and environment, giving them a sense of belonging and ownership of the place in which they live.

We also want to develop our pupils as global learners by planning opportunities for them to be aware of the wider world and its current issues, understand and respect cultural diversity and differences and encourage participation in the community at a range of levels, from the local to the global. We teach our children to make the world a more sustainable place and to take responsibility for their actions. We do this by providing learning linked to:

- International and cultural understanding.
- Equity and social justice, including anti-racism and challenging stereotypes.
- Respect for others and our differences, including diversity and inclusion.
- Community participation, both local and global.
- Sustainability and environmental issues, including climate education.
- Relationship, health and sexual education.
- Our Christian values and distinctiveness.

### **Curriculum Impact**

The impact of the Curriculum is initially judged at the end of each teaching unit. The goal is for the majority of pupils to have sustained mastery of the curriculum content and we monitor carefully to ensure pupils are on track to reach year group expectations. We aim for those that can to have a greater depth of understanding and have our own tracking system for pupils with special educational needs to identify specific needs and assess termly progress, and we share this information with parents.

Teachers provide timely feedback to the children to check on understanding and ensure progress is made. They are continually assessing children's learning against the assessment statements and retrieval tasks are also built in to enable teachers to assess how well the children have retained information at a distance from previous learning. A growth mindset approach is used as a constant point of reference to allow children to see the impact of their understanding and progress throughout school.

Children's achievements are also celebrated regularly through the school newsletters, our school website, displays in classrooms and shared areas, communication with parents/carers and in class assemblies where children are encouraged to share their knowledge with the rest of the school. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

The impact of the curriculum is evident in the outcomes and progress for all pupils through the following ways:

- End of unit assessments.
- Unit quizzes and concept maps.
- Progress over time evident in pupils' work.
- Pupil self-reviews and pupil voice.
- End of key stage data.
- Entry and exit assessments for Y1-Y6.

At All Saints', there are subject leaders for each of the curriculum areas to ensure that each subject is valued and promoted in its own right. Our subject leaders oversee, develop, monitor and evaluate the effectiveness of their subject within the school across all year groups and phases. Staff are committed to delivering high quality learning experiences throughout the curriculum and support staff are an additional strength and further enhance the quality of learning across the school.

## **Role of the Subject Leader**

- Provide a strategic lead and direction for the subject.
- Ensure full coverage of the curriculum.
- Provide efficient resource management for the subject.
- Monitor and evaluate teacher's planning and teaching.
- Monitor pupil progress in that subject area by working alongside colleagues, using book looks, pupil interviews and lesson observations.
- Support and offer advice to colleagues on issues related to the subject.
- Engage with subject associations and disseminate information to staff as 'mini' CPD.
- Support staff development and improve the quality of teaching and learning over time.
- Keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and review.
- Liaise with appropriate bodies eg. other schools, governors and subject advisors about matters relating to their subject.

Further information about each curriculum subject can also be found in our individual subject overviews and Teaching and Learning Policy.

## **Curriculum Monitoring and Review**

Monitoring and review takes place on a regular basis in accordance with the school monitoring cycle, the School Improvement Plan and the Creative Curriculum Action Plan.

Policy updated: September 2021