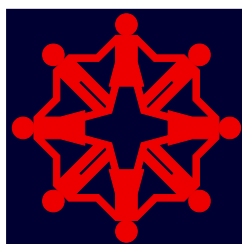


**All Saints' C of E Primary School**



# **Creative Curriculum Policy**

**Reviewed: September 2022**

**Next review: September 2023**

## **SIAMS VISION STATEMENT**

All Believing All Achieving

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, since we are all made in God's image.

"What does the Lord require from you, but to do justice, and love kindness and to walk humbly with your God" Micah 6:8.

## **All Saints' CofE Primary School**

### **Creative Curriculum**

#### **Our Vision**

At All Saints' CofE Primary School, we aim to provide outstanding outcomes for our pupils. As a forward thinking school of the 21st century, we believe that our curriculum should engage pupils in a relevant, meaningful and challenging process, where they are stimulated and allowed to let their learning develop and flow.

Our aim is to develop the whole child, ensuring each has the opportunity to achieve their full potential, both academically and emotionally. With this in mind, 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 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 overarching topics, ensuring all children have access to achieve the requirements of the Early Years Foundation Stage Curriculum, however still incorporating the children's interests and ideas. Their topics change on a half-termly basis.

## Creative Curriculum Overview

Term/ Value	Autumn 1 Respect	Autumn 2 Peace	Spring 1 Love	Spring 2 Faith	Summer 1 Perseverance	Summer 2 Hope
<b>Nursery</b>	- Baseline - Autumn	- Colours and light - Feelings - Christmas	- Life cycles - Dinosaurs - Chinese New Year	- Keeping healthy - Space - New Life	- Tadpoles - Traditional Tales	- Under the Sea - Windrush - Pirates
<b>Reception</b>	- Baseline - Ourselves	- Festivals of Light - Seasons - Christmas	- Stories around the world	- In the Garden	- Superheroes	- Water - Boats
<b>Year 1</b>	All About Me		Castles		Let's Go Exploring	
<b>Year 2</b>	London		Green Fingers		Arctic Adventures	
<b>Year 3</b>	Shadows & Stones		The Rainforest		Ancient Egypt	
<b>Year 4</b>	We'll Meet Again		Under the Sea		When in Rome	
<b>Year 5</b>	Ancient Greece		To Boldly Go		The Kingdom of Benin	
<b>Year 6</b>	Our Local Area		Vikings Ahoy!		Lights, Camera, Action!	

## 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 the 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.

## 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.
- 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 Diocese of Southwark, and work closely with All Saint's Church in Upper Norwood. We enjoy regular visits from our Parish Priest, Father Leonard and his team and work together with the Church to celebrate various events in the Church calendar, either at Church or at School.

Our Church of England school ethos and behaviour revolve around 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 school assemblies related to what each value means and how it can be shown. Our values are also reiterated through our classroom and learning rules, as well as our behaviour policy.

### **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 revolves around our spiritual and moral values and Respect is one of the half termly values that is regularly 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' CofE Primary School 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 groups theme 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.

## **APPENDIX I**

### **A Check List for Topic Planning**

These should be present in every topic:

- Planned Speaking & 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/ 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.