



CREATIVE CURRICULUM POLICY Archibald First School

The Creative Curriculum at Archibald First School encompasses all core and foundation subjects and enables us to provide a high standard of teaching and learning.

We aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach. Our Creative Curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be independent, creative and responsible citizens.

Our curriculum aims to develop caring and responsible citizens who:

- are secure in their values and beliefs
- respect others and celebrate cultural diversity
- recognise responsibilities as a global community
- have a sense of worth, purpose and personal identity
- are able to challenge justice
- make informed choices
- can handle conflict
- have enquiring minds
- can communicate well
- are able to learn independently and with others
- have essential learning skills in literacy, numeracy, science and computing
- are creative and resourceful
- have a love and understanding of the arts
- work co-operatively
- develop problem solving skills
- use and apply and transfer skills to differing situations
- are confident individuals who are able to live safe, healthy and fulfilling lives
- can relate to others and form good relationships
- know how to sustain and improve the environment and take into account the needs of present and future generations when making choices

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We aim to deliver this through:

- through teaching units on healthy living, community, and citizenship
- linking our learning with Eco schools and sustainable development outcomes.
- developing a sense of community and belonging, contributing to our local community and global community through direct interaction visiting and welcoming visitors
- equipping children with skills for life, through practical work and by applying literacy, numeracy and computing skills and the creative arts
- providing opportunities for children to broaden their outlook on life
- making learning more meaningful, by putting it into context
- holding a flexible time-tabling approach to make space for true depth of study across all curriculum areas
- maintaining the reduced number of topics covered within a school year and establishing cross-curricular links so that more time and space is given to in- depth study building on their achievements, through continuing the Early Learning Goals – the seven aspects of learning
- listening to pupil voice and involving pupils in planning and decision making
- involving parents in open afternoons and theme days
- bringing learning to life through visits, visitors and theme days
- ensuring progression by building on what children already know through the use of AFL techniques
- working with members of the local and global community

Planning

Primary Curriculum and EYFS objectives are incorporated into our planning. We have a skills based curriculum which covers all core and foundation subjects

Long term planning: This gives a broad outline of the skills taught in each year group and shows progression and continuity between skills taught in a cross curricular way across school.

Medium Term Planning: This shows specific objectives to be taught within each area of the curriculum and the links between them.

Weekly Planning: This breaks down the objectives into weekly achievable targets and activities.

Pupils are part of the planning process at the medium and long term planning stages. Long term planning is flexible year on year as long as the objectives from the Primary Curriculum are covered.

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Monitoring and Evaluation and assessment

The SLT monitor the progression, continuity and effectiveness of the creative curriculum together with the governing body. Teaching and Learning Committee meetings are held regularly. Staff are deployed into the following curriculum teams:

- . Knowledge and Understanding of the World
- . Creativity
- . Computing/Maths

These teams contribute to the curriculum aspects of the School Development Plan by monitoring, evaluating and reviewing their focus areas

Pupils knowledge and understanding are assessed at the start and end of every topic/theme. Assessment for Learning (AFL) is a key aspect which forms a large part of our daily teaching and we use this to inform next steps whilst working through a topic/theme.

Inclusion

We celebrate and value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities.

Foundation

Our foundation stage curriculum is guided by the EYFS Guidelines and principles. However, at Archibald First School we have endeavoured to ensure that foundation units provide a firm foundation for progression through school. We have used the excellent practice and theories embedded in early years practice as a springboard for developing a whole school approach to teaching and learning within the creative curriculum. All topics covered by foundation link progressively with those taught across school.

Children learn best when they can see links and have reasons for learning. 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.

Monitoring and Review

This policy was reviewed and agreed by the Governing Body. We are aware of the need to review the Creative Curriculum Policy regularly. The policy will be formally reviewed every 2 to 3 years by the Teaching and Learning Committee.

Date of last review: Summer 2014

Date of next review: Autumn 2016