

Creative Curriculum Overview

Our Creative Curriculum has all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Revised National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach our children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what themes are to be taught in each term, and to which groups of children. With our medium-term plans, we give clear guidance on the objectives, expectations and weekly Learning Challenges. As we have adopted the National Literacy and Numeracy Frameworks for our school, we take our medium-term planning directly from the guidance documents. Our short-term plans are those that our teachers write on a weekly or daily basis. These include our Learning Challenge, 'theme hook', key questions, resources visits or visitors, expectations to be met and a final review session.

Key skills

The following skills have been deemed 'Key Skills' in the revised National Curriculum: communication; application of number; Information technology; working with others; improving own learning and performance and problem-solving. We embrace these skills in our school so our children's progress can be identified and monitored. All subject areas contribute to a child's progress. Our school believes that all children need to make outstanding progress in these skill areas in order to develop to their true potential.

Core Principles	Quality Characteristics
<p>The creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity.</p> <p>It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning.</p>	<ul style="list-style-type: none"> ➤ Headteacher provides dynamic, imaginative leadership – encourages everyone to think about curriculum and engages in debate about it ➤ Evidence of whole school cross-curricular projects in planning referenced to the NC PoS ➤ Foundation subjects, especially history, geography (and science), are a main subject focus in projects ➤ Links to subjects clear in both planning and in teaching ➤ Curricular Literacy planned within other subjects e.g. recounts in history ➤ Detailed learning and teaching policy supports uniformity of approach in classroom activity and underpins high expectations ➤ Values and aims are well defined and drive school development ➤ Children are involved in self-evaluating and make connections in their learning ➤ Children understand what they're learning and why (aspects of AfL use throughout all teaching) ➤ Children experience 'wow' moments – fun & memorable ➤ Adults listen to and observe children ➤ Children are solving problems, talking, discussing ➤ High levels of engagement and involvement for sustained periods within a project ➤ Sustained periods in timetables for children to work – time organised around learning

<p>Direct experience is placed at the centre of the curriculum so that teachers draw out and develop children's thinking and capacities in meaningful contexts.</p>	<ul style="list-style-type: none"> ➤ Wide range of first hand experiences offered both within the school and beyond ➤ Enquiry, problem solving, reasoning, creative thinking are strong features of classroom activity ➤ Children often work collaboratively (peer-peer learning is highly valued) ➤ Interests of children used to inform teaching ➤ A purposeful and 'busy' atmosphere (in and out) ➤ Children often say they like school and learning ➤ Children find remembering their prior learning experiences easy <p style="text-align: center;">Evidence of visual, auditory and kinaesthetic learning in lessons</p>
<p>Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of the creative arts.</p>	<ul style="list-style-type: none"> ➤ Children demonstrate their knowledge and understanding through a wide range of media e.g. art, drama, dance, music ➤ Learning processes are made 'visible' to children (i.e. not necessarily best 'work' displayed always) ➤ End of project 'presentations' planned
<p>Children, adults and parents work with each other, drawing resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum</p>	<ul style="list-style-type: none"> ➤ Local area and community used widely as a learning resource ➤ All school staff's talents used to develop creative curriculum e.g. TA's specialism used as subject leaders ➤ Teachers view parents as child's 'first educators' – consult and involve them in the curriculum re-design wherever possible ➤ Children asking questions

All our children have an entitlement to a well – resourced and rich learning environment that promotes their sense of responsibility and autonomy

- Well resourced and planned environment (in/out)
 - Space used carefully to support the creative curriculum
 - Risk-taking and resilience observed in children
 - Children's contributions accepted – displays of work/process, documentation of learning, including what children say
 - Children are autonomous and independent
- Some open-ended activities evident

