



Benington C of E Primary School

Creative Curriculum Policy

Incorporating Geography, History, Art & Design Technology and Music

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1. Aims & Objectives

At Benington, we believe that all children are entitled to a broad and balanced curriculum which is interesting, engaging and provides a range of learning opportunities that help develop children's life-long love of learning.

In essence the Creative Curriculum aims to :

- Increase children's motivation, enthusiasm and engagement in their learning by making learning meaningful through putting it into context
- Support the raising of standards in both teaching and learning
- Help children to become more independent and take greater ownership of their learning, developing their confidence and motivation to learn through the use of a range of teaching and learning styles
- Establish strong cross curricular links to ensure a broader understanding
- Create and maintain an exciting and stimulating learning environment
- Provide opportunities to apply knowledge and learning in practical ways and to solve problem in a variety of situations

- Provide enrichment opportunities where learning and teaching can take place beyond the classroom
- Give opportunity for a flexible timetabling approach to make space for true depth of study

2. The Creative Curriculum

The Creative Curriculum has been organised into integrated topics and links have been made to other curricular area within the topic and curricular focus.

The use of computing is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children's independent learning.

Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach which incorporates key skills. Although links can be made with all subjects, Numeracy, Literacy, RE, PE & Swimming, MFL and Science in KS2 are taught as discrete learning areas.

3. Teaching & Learning Styles

At Benington, we use a variety of teaching styles.

All lessons use a combination of whole class teaching, using open ended probing questions, visual stimuli and talk partners; followed by a period of learning, where children may work independently, in pairs or as a group. A plenary may be delivered at any point during the session to extend or review learning.

We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. We provide suitable learning opportunities for all the children by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:

- Setting common, open ended tasks to elicit a variety and depth of response
- Grouping children by ability and setting tasks of increasing difficulty, scaffolding where appropriate
- Providing practical opportunities for kinaesthetic learners
- Using visual stimuli and artefacts to promote interest
- Using Teaching Assistants to support the work of individual children or groups of children
- Using trips and visitors to further understanding
- Group work to allow collaboration and develop thinking skills

Children's achievements are celebrated regularly through displays in classrooms and shared areas around the school and during school assemblies.

4. Creative Curriculum Planning

The programme of study of the National Curriculum tell us the minimum requirement of what needs to be taught in Key Stages 1 and 2. The aim is that the required Knowledge, Skills and Understanding are covered as many times as possible throughout the Key Stage.

There are three parts to out planning:

- A. Long term themes for the year using yearly overview format: these are what topics will be taught and when.
- B. Medium term planning: Using a mind map / spider diagram of activities, such as children's input about what they would like to learn within the topic; we then consider what the best learning sequence will be.
- C. Short term planning: Teachers use the skills checklist and translate them into meaningful activities for the children.

This has to incorporate:

- A formative assessment of children's understanding
- How the theme will be introduced
- Opportunities for trips and visits from external agencies
- What the learning outcome will be – this could be an artefact, presentation or experience for example

Children's work is recorded in a manner that that is subject to the English presentation and marking policy.

5. Resources

Resources are located in classrooms and resource cupboards available to all staff. Co-ordinators review resource needs annually and order as necessary.

Class teachers are responsible for monitoring the use of resources and arranging for replacements to be made, following the general school ordering procedures.

Staff are asked to inform the office staff if any resources are damaged or need replacing; they are also asked to submit any resources to be added to the existing stocks.

We value experience and people as resources and use them as resources as frequently as possible.

6. Assessment and Recording

Class teachers monitor the coverage of Knowledge, Skills and Understanding by cross referencing with planning and ensuring progression from one class to the next.

Each half term children are assessed according to the Skills and children who are below, in line and at above expectations are noted.

Tracking data sheets are completed formally twice a year (February and July) but progress continues to be noted during the course of the year. Copies of these sheets are given to each co-ordinator so that they are aware of standards in their subject, as the year progresses.

At the end of the school year teachers pass on tracking sheets to the next class teacher. The co-ordinator monitors evidence, planning, assessment data, photographs, work and children questionnaires from year groups to allow them to assess how well their subject is being delivered.

7. Monitoring and Review

The Creative Curriculum Leader is responsible for monitoring and reviewing. This process is reflected in the co-ordinator's action plan, and is achieved through:

- Regular observations of lessons
- Regular scrutiny of Topic work
- Pupil conferencing
- Monitoring of topic assessment

The head teacher reviews and amends Action Plans on an annual basis, responding to data from lesson observations, book scrutinies and discussions with staff.

8. Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the ECM agenda. It is hoped that this approach will motivate and support children's learning at all levels including the gifted and talented, EAL and children identified with a Special Education Need (SEN)

9. Health and Safety

We actively follow Hertfordshire Guidelines. Risk assessments are carried out for every field trip made and the equipment used in school has been checked by the subject leader.