



# Highfield Primary School

## Creative Curriculum Policy



The curriculum has been organised and established in consultation with all teaching staff. It is regularly reviewed and developed in accordance with DfE guidelines, the School Improvement Plan, recommendations from OFSTED, academic research and cognitive science and following consultation with governors, parents, children and teaching staff. It is planned and taught with consideration of the needs of all our learners and our local context.

### **Rationale**

We follow The Early Years Foundation Stage Curriculum and The National Curriculum, however we 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 curriculum is broad in scope, meticulous in rigour, coherent and carefully sequenced. It is coherent, rich in knowledge and experience. Attention is given to both the core knowledge which underpins it and the hinterland which enriches it.

Learning experiences, knowledge and skills are sequenced and woven together such that children form a deep understanding within and between various subjects.

It includes not only the formal requirements, but also an abundance of extracurricular activities and topic approaches that we carefully plan in order to enrich the children's experiences and cultural capital. We place a strong emphasis on securing the basic skills of reading, writing and mathematics in every year group.

### **Intent**

The Creative Curriculum 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.

## **Implementation**

The Creative Curriculum is organised annually into whole school termly topics, which incorporate and promote our school values. The children from Years 1-5 vote for their favourite topics, which are included alongside topics chosen to promote specific areas of the curriculum/current affairs. These termly topics serve to unite our school learning community, from Nursery to Year 6, enrich our children's experiences, enable them to make connections and encourage independent learning.

### **Topics 2021-2022:**

**Autumn** - Movers and Shakers (Respect)

**Spring** - Our World, Our Future (Co-operation)

**Summer** - Healthy Mind, Healthy Me (Kindness)

The curriculum is delivered through our creative, cross-curricular topics, which include substantive and 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 skills and knowledge 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 schema 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. Planning ensures that children are exposed to a wide range of influential individuals and their achievements and that they are increasingly made aware of possible career opportunities following the study of individual subject disciplines. Teachers and subject leaders define the key knowledge that all children should know, the skills that they should practice and acquire and experiential activities to enable children to learn firsthand.

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. Our school does all it can to meet the needs of individual children with SEND and we comply with the requirements set out in the SEND Code of Practice.

If a child displays signs of having a particular learning or physical need, then his/her teacher makes an assessment of this need, with the support of the SENDCo. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we may involve appropriate external agencies to support and make recommendations and assessments.

Computing, Music, Drama & PE specialists work alongside class teachers to develop teachers' skills and subject knowledge and provide further enrichment activities e.g. coding, school orchestra/inter-sports competitions and clubs.

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers, local, national and international school links.

To further enhance the curriculum, we sometimes have additional theme weeks and special whole school event days, 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 PSHE ('Be Proud of Who You Are' week, Anti-bullying week), R.E., PE, History, Art and STEM.

### **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 the expectations. We aim for those that can to have a greater depth of understanding. We have devised our own tracking system for some of our SEND pupils to identify specific needs, assess termly progress to inform our future practice and 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 unit quizzes. Time for retrieval tasks is built in to enable teachers to assess how well the children have retained information at a distance from previous learning.

Children's achievements are celebrated regularly through the school newsletters, school website, displays in classrooms and shared areas, communication with parents/carers and in assemblies where children are encouraged to share their knowledge with the rest of the school.

### **Responsibilities and Roles**

The Headteacher and Governing Body have overall responsibility for the Creative Curriculum, supported by the Curriculum Leader.

The Curriculum Leader is responsible for overseeing the delivery of the Creative Curriculum through:

- Regular formal and informal discussions with staff.
- Supporting subject leaders to improve provision in their subject.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Ensure progress is made within the subjects.
- Regular reviews of the curriculum through staff and pupil questionnaires/conferencing and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

### **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.