



Creative Curriculum Policy

Rationale

As a school, our collective responsibility is to deliver a curriculum that is outstanding, inspiring and that meets the needs of all learners.

Overview Statement

This policy sets out the school's aims, principles and procedures for the delivery of the foundation curriculum at Ladbroke JMI School. It reflects the values and philosophy of Ladbroke School and it gives a framework for all staff. This policy is intended to be used in conjunction with the 2014 National Curriculum and our topic schemes of work for each subject that give details of what pupils in each age group will cover.

Our curriculum includes the various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills in order to achieve.

Values

Below are the main values of our school. These values are of equal importance to us and provide a basis on which we built our curriculum.

- We value the fact all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our school community and organise our curriculum so that we promote co-operation and understanding between all members.
- We value the rights enjoyed by each person in our society and respect each child in our school for who they are, treating them with fairness and honesty.
- We value our environment and aim, through our curriculum, to teach respect for our world and how we should care for it for ourselves and future generations.

Aims

The aims of our school curriculum are:

- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- to motivate pupils by arousing a sense of curiosity and wonder.
- to enable all children to learn, and develop their skills, to the best of their ability that they can apply in the real world.
- to enable children to be creative and to develop their own thinking.

- to provide opportunities for the children to be actively involved in the content of the creative curriculum.
- to fulfil all the requirements of the NC and the locally agreed syllabus for RE.
- to provide equal opportunities for all children.

PRACTICES & PROCEDURES

Organisation and planning

We believe that creativity is a valuable way of thinking. Creativity is providing children with experiences which they can freely explore, share their findings, draw conclusions and create theories. By promoting creativity we are teaching children how to think for themselves, make connections (across all subjects), ask questions and then try and find the answers using a range of skills and resources.

After extensive consultations with children, parents, teachers and governors we concluded that working toward a creative curriculum was the way forward for our school. We wanted to move toward a thematic approach to teaching the foundation subjects to enhance creative thinking, fully involving the children in their learning and fully submersing our learners in one topic.

When we came to constructing the topics for each phase, we consulted with the children and used their topic ideas as a starting point. Staff then had an input into topics and which phase was going to teach them (based on NC expectations and expertise of individual teachers).

Our creative curriculum framework consists of six topics taught over a two year cycle (See Appendix 1). Each key phase (FSU, Year 1 & 2, Year 3 & 4 and Year 5 & 6) consult with the children about their current knowledge and what they would like to find out before writing the medium term plans for the topic. The children's input along with the statutory requirements for each topic is then planned using a generic format across the whole school (See Appendix 2). The planning includes a Learning Objective, the expected outcomes of the session, an activity outline, how children will be supported and challenged and a space for session review/assessment.

Key skills – Subject teams have compiled a list of key skills for each subject based on the National Curriculum 2014 which are referred to in topic planning (See Appendix 3).

Learning Environment- Our learning environment is a vital part of our creative curriculum. At the beginning of each topic we create scenes linked to our topic in our communal phase areas i.e. rainforests, London etc. which inspires and excites the children as well as supports the children's learning. These displays are developed throughout the term as children's work showing knowledge and skills is added.

Curriculum Policy Guidance

We aim to deliver a broad, balanced and challenging curriculum to prepare our pupils for transfer to the next key stage (Appendix 3). When planning our creative curriculum it was clear that some subjects would be challenging to include into the topics well and so we made a decision to teach them separately to ensure the quality of teaching and learning was not compromised. In Foundation Stage all areas of learning are incorporated into the topic however we allow for flexibility to ensure children's interests can also influence the learning journeys. In Key Stage One RE, Music and PE are kept separate from the topic however elements are incorporated if they fit. In Key Stage Two RE, PE, MFL and Science are taught separately from the topic and again, elements of these subjects are incorporated where possible.

Extension Learning Opportunities

Each topic includes a launch and a grand finale which may be a trip, special visitor, workshop etc. Ladbroke School offers a wide and varied programme of cultural and sporting activities which support and extend the curriculum.

The Curriculum and Inclusion

The curriculum is designed to be accessed by all children who attend the school. If children have special needs, our school does all it can to meet the individual's needs, and we comply with the requirements set out in the SEN Code of Practice. We always provide additional resources and support for children with special needs where possible.

We endeavour to teach using a variety of methods to ensure all types of learners achieve (Auditory, visual and kinaesthetic)

The role of the class teacher

The class teachers are responsible for the day-to-day organisation of the creative curriculum. Within their phase, they work from their detailed medium term plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives.

Each class teacher has a summary sheet (See Appendix 4) of the objectives being covered for each topic and throughout the term assess each child's progress against these objectives. At the end of each topic the individual progress sheets are sent home to parents and the class progress summary sheet is given to the Creative Curriculum leader and each subject leader, enabling progress to be monitored across the school.

The Role of the Subject Leader

The role of the Subject leader is to:

- raise the profile of their subject and provide a strategic lead and direction for the subject.
- support and advise colleagues on issues related to the subject.
- monitor pupils' progress in that subject area.
- provide efficient resource management for the subject.
- ensure the 2014 curriculum and key skills are covered.
- report on the strengths and weakness of the subject and the strategies for improvement

It is the role of each Subject Co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each Subject Co-ordinator reviews the curriculum plans for the subject and sees that progression is planned into schemes of work.

Monitoring and Review

Subject leaders will:

- observe the teaching of each subject across the school.
- ensure the key skills for each subject are covered.
- Analyse data and identify how successfully the objectives are achieved across the school.
- Provide an annual report (A4 size) outlining the subjects successes from the year and areas for development.

Creative Curriculum Leader will:

- examine long-term and medium-term planning.

- observe the topic teaching and offer support/ guidance where necessary.
- carry out work/ planning scrutinies and give feedback to class teachers.
- carry out pupil voice interviews regarding the topics being taught.
- monitor the progress of each foundation subject and feedback to the SLT.


This policy is monitored by the creative curriculum leader and will be reviewed every three years, or before if necessary.



Curriculum Topic Map



Year	Cycle	Autumn Term	Spring term	Summer term
F1 & F2	A	We are Amazing	Planet Earth	Long, Long Ago
	B	Ladbroke Explorers	Travel In Time	Inventions
Y1 & Y2	A	Our Wonderful World Variation Plant and Animals in the local Environment	Home Sweet Home Using Electricity Sorting and Using Materials	Eye on London Push 7 Pull Grouping and Changing Materials
	B	Marvellous Me Ourselves Sound and Hearing	Long Ago and Far Away Light and Dark Forces and Movement	Food-Tastic Health and Growth Green Plants
Y3 & Y4	A	What Lies Beneath? Rocks and Soils Separating Solids and Liquids	In the Spotlight Circuits and Conductors Light and Shadow	Dig for Victory Helping Plants Grow Teeth and Eating
	B	Let's Celebrate Moving and Growing Keeping Warm	Incredible Inventions Magnets and Springs Friction	Horrible Histories Habitats Materials and their Uses
Y5 & Y6	A	Egyptians Micro-organisms More about Dissolving	Chocolate Gases Around Us Reversible & Irreversible Change	Rainforests Interdependence & Adaptation Changing State
	B	Greece Changing Sound Earth, Sun and Moon	Flight Changing Circuits Forces in Action	Amazing Africa Healthy Living Life Cycles

	Medium Term Plan					
	Phase Group:			Topic:		
Session	Learning Objective (taken from report sheet)	Success Criteria/ Lesson Outcome	Outline of Learning	Support or Challenge	Assessment	
Teacher Led	Topic Launch					
	2					
	3					
	4					
	5					
	6					
Half Term						
Child Led	7					
	8					
	9					
	10					
	11					
	Grand Finale					

