

As a Church of England Primary School, we are a caring community that seeks to express the Christian faith in every aspect of school life. This commitment extends to all staff and children within the School.

Curriculum Offer

Creative Curriculum Policy

The curriculum has been reviewed in the light of national developments, including the new Primary Curriculum published for use in 2014.

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 Strategic School Development Plan, recommendations from OFSTED and following consultation with Governors, children and teaching staff.

Aims The Creative Curriculum aims to:

- Equip the children with the knowledge skills & values they need to function 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.
- Promote the importance of spoken language in pupils' development – linguistically, cognitively and socially.
- 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 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 will incorporate and embed key aspects of the National Curriculum.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Promote 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.

Creative Curriculum

The Creative Curriculum has been organised into termly topics which incorporate and promote our school values.

Please see our Long Term Plans for each class.

We have created a skills and knowledge based continuum which includes coverage of the new National Curriculum, as part of a broadly balanced curriculum which meets the needs of our pupils, taking regard of the school setting and local, national and international developments.

The curriculum is delivered through our creative, cross curricular topics, with a balance between direct teaching and child-led exploration.

The use of ICT is encouraged in all topic areas. The new 'Computing' curriculum will be taught in all year groups from September 2014.

Language and PE specialists work alongside class teachers to develop teachers' skills and subject knowledge and provide further enrichment activities.

Additional theme weeks and special whole school event days for the whole school provide further in-depth coverage of other subjects such as PSHE ('Anti-bullying week'), E-safety, R.E., PE, Art and Science.

Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach which incorporates key skills and the knowledge set out in the new Primary National Curriculum. Although links can be made with all subjects, the following subjects are taught as dedicated, discrete sessions:

- **Numeracy** – Maths skills are key to developing everyday skills although meaningful links can be made to the curriculum through real life experiences, investigations, data handling, position, measurement etc.
- **Literacy** – Phonics, Guided Reading, Handwriting and Spelling, Punctuation and Grammar are taught as discrete subjects, as well as in English lessons, as they build up basic skills. Cross-curricular links are made as appropriate.
- **RE** – RE is taught in accordance with the school RE guidance, although links with topics have been made where appropriate.
- **PSHE** – School designed Programme which incorporates core British values, achieving economic well-being, being a good citizen etc and Internet and E-Safety (reviewed half termly)
- **MFL** – French – YR-6 topics are based on making links to themes through language and cultural experiences.

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.

Children's achievements are celebrated regularly through the school website, displays in classrooms and shared areas, interactive displays 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 subject leaders.
- Subject Leaders are responsible for overseeing the delivery of the Creative Curriculum through:
 - Regular formal and informal discussions with staff.
 - Supporting teachers 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 being made within the topics.
 - Regular reviews of the curriculum through staff and pupil questionnaires 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.

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.

It is hoped that this approach will motivate and support children's learning at all levels including the More Able and Talented, EAL and children identified with a Special Educational Need or Disability (SEND).

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle, the Strategic School Development Plan and the School Evaluation Schedule.