



# Creative Curriculum Policy

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## Contents List

1	Introduction .....	3
2	Rationale:.....	3
3	Aims and Expectations .....	3
4	Teaching and Learning .....	4
5	Monitoring and Evaluation.....	4
6	Communication .....	4

## Document history

Issue 1: This is a new policy.

## **1 Introduction**

The Creative Curriculum makes learning motivational and successful for all involved. It is a skills-based approach to the curriculum rather than contents-based. The Creative Curriculum creates contexts for learning, whilst covering all programmes of study in the new National Curriculum. Thus, the Creative Curriculum allows not only for pupils to achieve subject specific skills, but to develop key skills for learning in; communication, application of Maths, Information Technology, working with others, improving their own learning and performance and problem solving. In addition, enterprise, possibilities and basic skills are drivers, which run throughout the Creative Curriculum.

## **2 Rationale:**

The Creative Curriculum is reviewed regularly to ensure it is providing our children with the key skills and opportunities to develop independent learning and widen their knowledge and understanding of the world around them. Each class teacher is responsible for the delivery of the curriculum taking objectives from the Chris Quigley Essential Milestones.

## **3 Aims and Expectations**

The Creative Curriculum aims are to:

- Increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context.
- Help learners become more independent and take greater ownership of their learning; developing children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account whilst embedding Maths and English basic skills with a particular focus on writing.
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Enable the communication of knowledge and feelings through various art forms including art/craft, music and drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Help learners to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- • Give children greater opportunities to develop their thinking and problem solving skills mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Develop the use of ICT across the curriculum.
- Develop learners enquiring minds and scientific approaches to problems.

## **4 Teaching and Learning**

Whole class teaching involves the use of open ended probing questions, visual stimuli and a variety of learning techniques;

- The learning environment is well organised, attractive, stimulating and positive.
- Children experience a variety of learning situations, both indoors and outdoors.
- Lessons are interesting, stimulating and fun and children have the opportunity to learn through first hand, multi-sensory experience.
- Expectations are high.
- Children have the opportunity to work independently, in pairs or as groups.
- Children are supported to be able to assess their own learning and the learning of others.
- Children receive feedback that helps them to identify what they need to do next.
- Children know what it is they are going to learn and lessons are scaffolded to encourage their natural enquiry.

## **5 Monitoring and Evaluation**

The Creative Curriculum Co-ordinator is responsible for monitoring and reviewing the Creative Curriculum on a termly basis through:-

- regular formal and informal discussions with staff
- regular observations of lessons
- regular scrutiny of children's work
- monitoring displays and the development of learning environments.
- monitoring planning to ensure curriculum coverage
- speaking with the children about their learning.
- staff, consultant and governors learning walks

## **6 Communication**

Governors are kept informed of developments and priorities. Parents and carers are kept informed of developments, through regular Newsletters, assemblies.