Creative Curriculum Policy v2

Document Management

This document was adopted by the SLT: September 2021

This document is subject to annual review in September 2022.

Document Control

This document is mastered on (location) Staff shared area (V:) /POLICIES/2021-2022

All other copies of this document are considered 'uncontrolled' and users should ensure that any printed copies reflect the current status.

Reference	Description	Date
Katie Sinclair	Document reviewed by SLT	September 2021
Katie Sinclair	Document reviewed by K. Sinclair	March 2022

For clarity, throughout this policy the words Franche Community Primary School, school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franche, Holiday Club and Breakfast/After School Club.

Intent:

At Franche, we pride ourselves on providing a creative curriculum that meets all the National Curriculum requirements and is personalised and designed to build on the unique needs of every pupil in our school. Our broad and balanced curriculum supports and promotes British Values and our very own personalised Franche Values: Family, Respect, Aspiration, Nurture, Creativity, Health and Enjoyment. Our aim is to provide rich opportunities and real-life experiences for all pupils to foster their spiritual, moral, social and cultural development. We achieve this by embedding key curriculum skills and knowledge within engaging, purposeful and child-led topics to ensure the best possible outcomes for all.

Our intention is to foster a life-long love of learning through adopting a highly engaging and cross-curricular approach. Our Creative Curriculum aspires to equip our children with the key skills and knowledge required to be independent, successful and responsible citizens of the future. We aim to deliver this through:

• Developing children's key skills, knowledge and understanding within the context of engaging, meaningful and progressive topics that are personalised to our learners and ensure an alteration of long-term memory.

• Ensuring all children are appropriately challenged with deeper level tasks and questioning.

•Developing a sense of community and belonging: contributing to our community through direct interaction – making links with local individuals, organisations and businesses.

• Providing rich opportunities for children to extend their learning inside and outside of the classroom.

• Maintaining a flexible timetabling approach to make space for true depth of study.

• Establishing cross-curricular links to foster a greater breadth of understanding and application of learned skills and knowledge.

• Involving the children in the planning and giving them choice in the direction the learning takes, thereby increasing engagement and motivation

• Ensuring pupils are resilient and aspirational by adopting a 'Growth Mindset' approach.

• Embedding children's Spiritual, Moral, Social and Cultural development alongside promoting British Values throughout every subject area.

Implementation

Creative curriculum progression:

We ensure that all objectives on the 2014 National Curriculum are covered through our creative curriculum. These are mapped out on our 'jigsaw' overview of the curriculum document:

Staff shared → Creative Curriculum → Jigsaw Franche Curriculum overview y1-6

Each year band has a '**Curriculum progression**' folder in which the key skills and knowledge from each curriculum area are broken down to ensure planning is appropriately pitched and that teachers build on prior knowledge if a topic is repeated.

We embed these objectives in topics across the year. We have a number of shorter topics where the whole school works together to promote cross-phase work. The cross curricular details are mapped out on our Creative Curriculum planning overview documents for each year band:

Staff shared → Creative Curriculum →Year * → Creative Curriculum topic overview

SMSC

SMSC is at the heart of all we do at Franche Primary. Staff follow our SMSC policy, and use SMSC in subject areas documents for subject areas. We have created a simple visual overview to support teachers and pupils' understanding of SMSC:

Through our creative curriculum and SMSC development, we actively promote the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

Ignition activity

Each topic will begin with an **igniter/ ignition activity** to engage and motivate pupils. Some examples include:

Real life igniters	'Suspension of disbelief' igniters
*A visitor/outside agency/ business who enlists them to help – or via letter/email/video message	*Phonecall/ letter/email/morfo message from well-known person asking for help – could historical, book character, a famous person
*A visit – in which someone enlists them to help	*A found object/s/photos/ clues/ treasure hunt which leads them to be detectives to solve a problem or help someone
*A news item/current affair/ occasion to celebrate which they wish to respond to	*Staff dress up/ transform central areas/classrooms and create scenario, enlisting pupils
*Competition entry	
*Enterprise – generating money to: improve the school/ community/world; for personal/group gain e.g. to go on a trip/fund a party	

Action plan:

• Following the igniter, an action plan should be generated with the pupils detailing the skills and knowledge they need to gain to solve this problem/ help this individual and ideas for how they would like to go about delivering information. **It is essential that pupils truly have choice and understand that they are leading the learning.**

Culminating activity:

All learning must be building towards a real purpose in order to motivate, inspire and challenge pupils. Some examples include:

Real life culminators	Suspension of disbelief culminator
* Educational visit	* Reports/ presentation to fictitious person solving their problem
* Presentation of learning to: pupils, parents, other adults – performance/audio visual/	* Stories/poems/ information/ plays shared with a real audience
* Parents come in to support learning and help with task	
* Enterprise event	

Each year, the expectation is that each year band will undertake one enterprise-based topic and one topic which involves parents supporting children in their learning within the school environment.

Planning

To reduce teacher workload and ensure consistency of approach to teaching and learning, Smart Notebook is to be used for all planning. The template is found on the Shared Network –Creative curriculum-BAM planning Smart template.

All Notebooks should include:

- L.O./BAM skills first page with teaching points to support teacher subject knowledge
- 'Check' Starter task to establish prior knowledge and identify key focus guided group
- Big Picture (what is the point of the learning – in terms of the topic and real life?
- Key Vocabulary
- My turn, Your turn, Our turn, Check pages (not necessarily in that order).

Educater/Curriculum progression L.O.:
To use more than one source of evidence for historical enquiry.

B.A.M Learning Skills
(highlight in yellow)

Basic
arrange, ask, complete, define, describe, find, follow, illustrate, label, list, locate, match, measure, memorise, name, recall, recognise, repeat, report, sort, state, tell, use, write

Advancing
apply, compare, classify, categorise, estimate, explain, identify, infer, interpret, modify, observe, organise, predict, solve, summarise

Mastering
analyse, create, disprove, evaluate, hypothesise, justify, prove, reason, reflect, suggest, teach

Thursday 4th July 2019
LOTo use more than one source of evidence for historical enquiry.

What's the Big Picture?

to find out about the discovery of Tutankhamen.

Key vocabulary for the lesson:

tomb

pharaoh

Howard Carter

source

primary

secondary

Learning objectives:

Learning objectives should be taken from Educater or the Curriculum progression folder and be succinct and child-friendly.

Guided sessions:

Every opportunity should be taken to target specific children in guided learning sessions. This could be a quick pre-teaching of vocabulary session or a focused new teaching of mastery skills.

Questioning and Challenge for ALL pupils:

Questions for activities and assessment should be layered in 3 levels (based upon Bloom's Taxonomy): Basic, Advancing and Mastering (B.A.M.) to ensure appropriately pitched challenge for all pupils.

Each lesson should have B.A.M. verbs highlighted on the first page of a Notebook file to show the range of learning skills that are being developed. Pupils are encouraged to challenge themselves by choosing one, two or three chilli challenges in every lesson.

Alteration of long-term memory:

Based on Cognitive Load Theory research, at Franche Primary we optimise the likelihood of information entering children's long-term memory by:

- Building on pupils' prior knowledge to reduce how much new information needs to be handled in the working memory. This is achieved through activities such as: setting home learning challenges prior to starting topics, pre-teaching key vocabulary, using cross-curricular texts in whole class guided reading to increase pupils' exposure to new knowledge and concepts.
- Using WAGOLL (What A Good One Looks Like) examples to teach pupils new content and skills.
- When presenting information on Notebook files: reducing inessential information and irrelevant details direct pupils' attention to key information.
- Ensure working walls and 'Bits and Bobs' folders provide adequate support and scaffolds to enable pupils to focus upon key new information.

Timetabling:

There is flexibility in timetabling according to the learning sequence: sometimes whole days/weeks will be given to focusing upon one curriculum area.

Teaching and Learning policy

Each lesson should include 4 main elements of modelled, shared, independent learners and opportunities for assessment. Our Teaching and Learning card should be displayed clearly in every classroom and although it is not necessary to follow the elements in any particular order, each lesson should include a 'My turn', 'Our turn', 'Your turn' 'Check' part. See the Teaching and Learning policy card for details:

My turn — The teacher explains
- Share L.O.
- Link to previous learning and the 'Big Picture'
- Model new learning including S.T.S.
- Model using the learning environment
- Share W.A.G.O.L.L.

Our turn — Practise together
- Explore W.A.G.O.L.L. or W.A.B.O.L.L.
- Generate steps to success together
- Practise the new learning with your teacher and talk partner
- Ask B.A.M. questions – teacher and children
- Use the 4Bs
- Use the IWBs, notebooks and materials (Show me)

Your turn — Independent work
- Growth mindset / High expectations
- Use the steps to success
- Ask questions
- Use the 4Bs
- Choose your chilli challenge
- Know what to do when you're finished
- Group(s) will be guided during this time

Check — Throughout the lesson
- Mini plenaries
- B.A.M. questions
- Self assessment against steps to success
- Peer assessment using marking code
- Improvement time: purple polishing pens
- Think about / discuss next steps

Impact

Assessment:

Formative: To have maximum impact, success criteria **must** be generated with the pupils to enable them to have more ownership of their work and be more confident that the quality of the work has improved.   Pupils' depth of learning should be assessed against the B.A.M. assessment questions identified on planning. See the marking and feedback policy for marking guidance.

Summative: Pupils' starting points will be established in order to personalise learning by assessing prior knowledge and skills at the start of each topic. In addition to updating Educater for core subjects, year bands will highlight the objectives in their Curriculum Progression folder. This can then be passed up to the next year band (along with their curriculum topic overview) to ensure gaps are addressed and pitch remains appropriate.

Monitoring:

Topics overviews and Curriculum Progression documents are monitored by the faculty teams and the creative curriculum co-ordinator to ensure an appropriate breadth, balance and pitch of planned activities. This process is reflected in the Leaders' action plans and is achieved through: regular scrutiny of planning, learning environments, learning walks and pupil's work b) pupil interviews c) collating data from questionnaires.

Resources:

Faculty Leaders and subject leaders review resource needs annually and order as necessary. We value experiences and people as resources, and use them as resources as frequently as possible. Faculty leaders and subject leaders will be responsible for organising resources to be appropriate and accessible for colleagues.

Political Impartiality

Following DfE guidance on political impartiality in school as detailed in this document: https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools , we adhere to the legal requirements to:

- prohibit the promotion of partisan and one-sided political views
- take steps to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of pupils
- ensure staff avoid expressing their own personal political views to pupils unless they are confident this will not amount to promoting that view to pupils and that these views are not presented as fact.
- ensure staff do not suggest that pupils join a certain campaigning group or engage in specific political activity, for example, an upcoming protest.

Date of last review: March 2022

Date of next review: September 2022