



# **Creative Curriculum Policy**

## **Our Mission Statement at Clifford Road**

*“Celebrating Achievement in all”*

### **Ethos**

*At Clifford Road we want to encourage and develop a love of learning for our pupils that will stay with them throughout their lives.*

*Our aim is that they are healthy and safe, that they enjoy and achieve in all that they do and that they make a positive contribution to society and have success in the future.*

*This is underpinned by our belief that all children should be valued and treated fairly and consistently regardless of their ability. Personal, social and health education run throughout our school and together with Special Educational Needs form the building block that moves our school forward*

*At Clifford Road we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.*

Excellence and Enjoyment states that “ **Children learn better when they are excited and engaged- but what excited them best is truly excellent teaching, which challenges them and shows them what they can do**” (Department for Education and Skills 2003, Forward)

It also recommends that schools “**take a fresh look at their curriculum, their timetable and the organisation of the school day and week, and think actively about how they would like to develop and enrich the experience that they offer children**”

In his Independent Review of the Primary Curriculum Sir Jim Rose said “**The touchstone of an excellent curriculum is that it instils in children a love of learning for its own sake**”

As a staff at Clifford Road we have considered these recommendations alongside the need for Quality First Teaching to look at our creative learning.

### **What is Creative Learning?**

- It is long term and collaborative
- It demands a joint commitment, a shared vision and a willingness to embrace open-ended outcomes, challenge and risk
- It helps to equip young people with the skills, ability, confidence and attitudes to enable them to work creatively and to transfer and apply knowledge in different contexts towards new and valuable goals
- It encourages creative, critical and reflective thinking and produces excited, enthusiastic, enquiry-driven learners

Creative learning encourages a climate for young people to explore how to apply their knowledge in original ways and with purpose. To show the following characteristics:

- Imagination
- Flexibility
- Curiosity
- Independence
- Tolerance for ambiguity
- Trust in our senses
- An ability to work on several ideas / address problems in different ways

### **The Curriculum at Present**

The New National Curriculum includes:

- Curriculum Aims
- Essentials for Learning and Life (*Literacy, Numeracy, ICT capability, Learning and Thinking Skills, Personal and Emotional Skills and Social Skills*)
- Six Areas of Learning (*Understanding the Arts, Understanding English, Communication and Languages, Historical, Geographical and Social Understanding, Mathematical Understanding, Understanding Physical Development, Health and Wellbeing, Scientific and Technological Understanding*) *All areas of learning share a common format that has the Aims, Importance, Essential Knowledge, Key Skills, Cross-curricular Studies, Breath of Learning and Progression*)
- Religious Education

The curriculum also includes the EYFS and the Primary Frameworks and the need to root itself within the principles of “Every Child Matters” to enable children to “be healthy” “stay safe” “enjoy and achieve” “make a positive contribution” and “achieve economic wellbeing”

As a school we feel that a balance has to be achieved between “what we are learning” and “what we have made” (curriculum content) and “how we have learned” and “how might we use this in our daily lives” (the processes). We aim to provide a skills based curriculum providing an environment for Creative Learning whilst improving standards without jeopardising either.

The work of Ros Wilson has been influential in our thinking:

**“The pupils we educate need to become active, informed, creative and intelligent learners. They should have full awareness of their own intelligences and those of the others they need to interact with. They should know how they can influence and shape their own lives and those of others.... Learners should develop a sense of well-being and an eagerness to support and sustain the well being of their community and the wider community”** (Ros Wilson: Planning and organising the Creative Curriculum)

We want the curriculum we offer to be:

- Based upon Key Skills- communication, application of number, IT, working with others, improving own learning and performance, problem solving, creative thinking, information processing, reasoning, enquiry evaluation.
- Meaningful – through relevant and clear cross curricular links
- Challenging – including open ended challenges with no right answers
- Innovative and stimulating
- Fun and memorable
- Able to improve achievement and attainment

As teachers we want to:

- Shape our curriculum to meet the needs of our children
- Give our children the confidence to tackle what can seem difficult
- Stimulate our children's natural curiosity and to give them the confidence to be curious
- Allow our children to take risks
- Teach children skills that they will need in the future
- Teach skills through what interests teachers and children
- Involve our children in decision making about their learning
- Help our children to transfer skills between different areas of the curriculum in order to encourage flexibility and resourcefulness.
- Focus on the depth and quality of the experience, not the quantity of the content delivered
- Ensure our children know what they are learning and WHY
- Allow time to engage, reflect and review- including peer and self evaluation
- Use a wealth of relevant resources - in classrooms, outdoors, in the local community and the wider area, including visitors and visits.
- Allow our children to demonstrate their learning in different ways- not only pages in an exercise book but photographs, posters, products, presentations and performances.

### **Curriculum Teams**

Our staff have been divided into the six areas of learning and work together as a team to plan, monitor and evaluate what is happening in our school. They produce a termly action plan which is shared amongst staff and Governors. This plan leads into our School Development Plan tackling the issues that will secure improved achievement and attainment.

The six areas of learning:

- Understanding the Arts
- Understanding English, communication and languages
- Historical, geographical and social understanding
- Mathematical understanding
- Understanding physical development, health and wellbeing
- Scientific and technological understanding

### **How our Children are Assessed**

- APP through Teacher Observation
- Questioning and Discussion
- Children's Work – exercise books, posters, oral presentations, performances, photographs, videos.
- Self Assessment
- Peer Assessment
- Formal Assessments

### **Monitoring**

A member of the Senior Leadership Team (SLT) has the role of Creative Curriculum Co-ordinator. They collate plans and look at coverage. They share information with the SLT and the Governing Body once a term.

Teachers are observed in lessons using the observation timetable:

- An observation from the Head teacher that looks at the quality of teaching and learning
- Observations related to Performance Management
- Peer observations to support and enrich teaching

### **Sharing with Parents**

It is a vital part of our creative curriculum that parents are involved and aware of how we teach and how this impacts on the learning and progress of their child. We as a school provide regular opportunities at the end of a topic to share the results with parents. This may be as an assembly or an open classroom or as a presentation.

Agreed by the Governing Body: January 2013  
To Be Reviewed: January 2015