

Kincraig Primary School and Nursery



Creative Curriculum Policy



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Rationale

At Kinraig Primary School, we believe that our curriculum should be challenging, exciting, enjoyable, and relevant. We strive to meet the needs of all children across the spectrum of abilities; we regard each of the children in our care as special and unique individuals. We recognise the entitlement of every child to have access to a broad, balanced and differentiated curriculum, irrespective of gender, race, colour or particular needs.

Our aim is to develop the 'whole' child intellectually, physically, emotionally, socially and spiritually. We strive to foster a caring, family atmosphere where children take responsibility for their actions and we expect high standards of behaviour and respect for other people and their possessions.

We are developing a curriculum that promotes a more creative approach to learning in our school; looking at skills which need to be taught in order for children to build upon. We are making cross-curricular links with the aim to support children develop and explore their own creativity and identify their own lines of learning.

Organisation

The curriculum has been organised into themes across year groups 1 to 6. Each theme lasts for a term and covers the requirements of the National Curriculum. The Early Years Foundation Stage have also organised their curriculum into themes, ensuring all children have access to achieve the requirements of the Development Matters Document, however still incorporating the children's interests and ideas.

Themes have been chosen by the Senior Leadership Team and have been chosen to complement and accommodate all the requirements within the National Curriculum.

The themes have been chosen to allow cross-curricular links to develop. A 'theme overview' is produced by each year group to show these links, followed by a weekly long-term overview that gives a clear progression. Any areas that do not fit are taught as discrete lessons e.g. RE, French and Computing. Cross-curricular links to English and Maths are made where possible.

Planning

Planning for the creative curriculum is skills-based. A series of lessons based on the year groups theme are planned using the National Curriculum statutory guidance objectives.

- Long Term and Short Term Planning is created for English and Maths linking where possible to the theme.

- Detailed curriculum overviews are produced for foundations subjects, which are then broken down into weekly plans, identifying cross-curricular links and ensuring all key skills and objectives are taught.
- Foundation Stage use the Development Matters Framework, leading onto the Early Learning Goals to provide opportunities for children to progress and develop. Regular evaluations take place. This incorporates a thematic approach.

During the planning stage, teachers plan to incorporate visitors or trips to enrich the curriculum further.

Timetabling the curriculum

'The National Curriculum is specified as separate subjects but schools are not required to teach the subjects separately... The coherence of the curriculum can be strengthened by combining aspects of one subject with those of another... Learning objectives for each individual subject continue to be covered over the course of this sequence of work.'

There are flexibilities within the timetable. Computing is taught discreetly through a scheme of work as is Music where teachers use Charanga. RSE/PSHE and RE are also taught discreetly. As subjects are grouped, year groups need to decide where they will merge individual subject time together to create a longer lesson incorporating both subjects, such as Art and History.

Monitoring

Topic web planning is collated to ensure curriculum coverage and breadth of study across the school. Subject Leaders will monitor their individual subjects whilst members of the SLT will monitor the whole curriculum and ensure it is being delivered effectively.

Effective Learning

In order for a creative curriculum framework to lead to creative teaching and learning the teaching and learning approaches in school are founded on the following principles of effective learning where;

- Children know what it is they are going to learn
- Children know what they need to do to be successful learners
- Children are helped to be able to assess their own learning and the learning of others
- Children receive positive feedback that helps them to identify what they need to do next
- Children have time to reflect and review their learning
- Children feel cared about and are happy, secure, motivated and stimulated.
- The learning environment is well organised, attractive, stimulating and positive.
- Learning tasks are organised in small steps.
- 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.
- Timetabling provides opportunities for flexibility

Classrooms

All classrooms are designed around a creative theme linked to their topic. The teachers plan effectively to utilise the resources in the room and help bring the topic to life thus creating an immersive environment.

Twitter @KincraigPrimary

Kincraig Primary School and Children's Centre are Tweeting. All classes' hosts have a twitter account which is updated on a regular basis. The tweets allow us to share School life with home and beyond. Class teachers are responsible for moderating any comments and any inappropriate comments are to be reported to the Computing subject leader.

Facebook @KincraigPrimary

Kincraig Primary School and Nursery are on Facebook. The posts allow us to share School life with home and beyond. SLT are responsible for moderating any comments and any inappropriate comments are to be reported to the Computing subject leader.

Policy last updated: September 2023

The Creative Curriculum Policy at Kincraig Primary School and Nursery will be reviewed and modified on a regular basis at least every two years or when legislation makes this necessary. It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of person/s responsible for policy – Miss Lucy Cross and Mr Connor Bracegirdle.

Signed: _____ Date: _____

Date	Proposed Amendment	Signed

