



CREATIVE CURRICULUM POLICY

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Creative Curriculum Policy

This policy reflects the vision and aims of Hadfield Infant School.

Introduction

The driving force behind the design of this new curriculum was based on the Education Inspection Framework January 2019 (overview of research) which suggested the Quality of Education EIF grade criteria:

1. Leaders must adopt or construct a curriculum that is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
2. The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
3. The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of special educational needs and/or disabilities (SEND) – their curriculum is designed to be ambitious and to meet their needs.
4. Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.

Staff have collaboratively produced a sequential curriculum for all subjects' areas, building upon the children's knowledge and skills. The aim is for children to have fun while learning, be able to retain and retrieve information, which will help them to become independent learners.

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Appendices

Please follow this link to find all documentation relating to our curriculum including long term plans and curriculum content

<https://www.hadfield-inf.derbyshire.sch.uk/page/?title=Curriculum&pid=8>

Aims for the Creative Curriculum

- To provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant solutions.
- Support pupils' spiritual, moral, social, emotional, and cultural development
- Support pupil's physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have high academic ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Ensure regular assessment for learning to inform planning.
- Planning of learning experiences is rigorous and thorough. It ensures continuity and progression.
- Children's interests and needs are fundamental to planning decisions. Our aim is to stimulate children's natural curiosity.
- Our curriculum ensures that children enjoy their learning, are active, motivated and enthusiastic learners.
- Our curriculum is enriched through a wealth of resources – in classrooms, outdoors, in the local community, and the wider area, including visits and visitors.
- The curriculum permits our children to demonstrate their learning in different ways – not always pages in an exercise book, but photographs, posters, products, presentations, and performances.
- Our creative curriculum enables us to raise standards of attainment in all subjects.

These curriculum aims are underpinned by our vision and values:

Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential.

We will do this by providing a welcoming, happy, safe and supportive learning environment in which everyone is equal, and all achievements are celebrated.

Our values are:

1. Being kind
2. Effort
3. Empathy
4. Good manners
5. Honesty
6. Inclusivity
7. Knowledge
8. Participation
9. Persistence
10. Respect
11. Teamwork
12. Tolerance

Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working.

Role and responsibilities

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing body will also ensure that.

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Provision is made for pupils with different abilities and needs, including children with special education needs (SEND)
- Hadfield Infant School implements the relevant statutory assessment arrangements.
- Governors participate actively in decision-making about the breadth and balance of the curriculum.
- Governors will be linked to a subject area and will monitor and review this subject alongside the subject leader.

Headteacher –

- The Headteacher is responsible for ensuring that this policy is adhered to, and that;
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on whole-school targets to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Other staff –

All other staff will ensure that the school curriculum is implemented in accordance with this policy.

Planning the curriculum

Our creative curriculum operates throughout the school, from Reception to Year 2.

EYFS (Reception)

The Early Years curriculum is based on the statutory framework for the Early Years Foundation Stage. Half termly topics are taught every year in the EYFS over a yearly cycle. Within each topic all seven areas of learning are covered, taught either throughout whole-class teaching, group work or child-led activities.

Key Stage 1 (Year 1 and Year 2)

Each year group (Reception, Year 1, Year 2) has six topics for each half term. Topics are cross-curricular, although are largely driven by certain subject areas i.e., Geography, History or Science.

Curriculum Content

For each subject area the curriculum content children need to know and remember by the end of each topic cycle has been mapped out. This knowledge will be interweaved between other subjects to enable children to recall and retrieve previously taught information which will be converted to children's long-term memory. Each of the topics have been designed and are delivered so that they are sequenced progressively adding to previously taught knowledge.

Our curriculum is linked to our local area which enables children to link their learning to things, objects, areas and experiences that they can link to.

Assessment of the creative curriculum

A statutory EYFS baseline is carried out for each child on entry into Early Years, with ongoing assessment throughout the year (Christmas, Easter and Summer). At the end of reception children will be assessed against the Early Learning Goals.

In Key stage 1 (Year 1 and Year 2), standards of children's learning in reading, writing and mathematics are assessed in accordance with the school's assessment policy and in line with standardised tasks. The Year 1 children complete a phonic screening assessment in June. Should children not pass this assessment they will be retested in Year 2.

Children's understanding and attainment is assessed through marking of work, pupil discussion and self-assessment.

Enrichment, visits and the wider community

Regular visits into the local community will be made to reinforce children's learning about a topic.

Visits beyond the local community will be arranged to support the children's learning each year.

The use of the school's grounds is also encouraged to further engage children in the topic and to extend their learning.

Visitors to school are often used to provide the children with the opportunity to learn from other people's experiences. Examples of visitors to support topics may include local police, fire and paramedics, school nurse, members of the Royal British Legion, religious leaders and theatre groups.

Resources

We value experiences and people are resources and use them to enhance topics wherever possible. The subject co-ordinator is responsible for monitoring the use of resources and arranging for replacements to be made. Staff are asked to inform the subject co-ordinator if any resources are damaged or need replacing.

Monitoring and review of the curriculum

The curriculum co-ordinator (Headteacher) is responsible for monitoring and reviewing the creative curriculum on an annual basis. This process is achieved through:

- Regular and informal discussions with staff
- Observations of lessons
- Analysing assessment data
- Scrutiny of children's work.
- Monitoring planning to ensure curriculum coverage.
- Collating data from staff, parent, and children's questionnaires.
- Speaking with the children about their learning.
- Careful evaluation of teaching.

As a result of the above, topic plans may be amended. The curriculum will also be reviewed and amended should any new National Curriculum or other initiatives be introduced.

Inclusion

All staff set high expectations for all pupils. Teachers and teaching assistants will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.