



CREATIVE CURRICULUM POLICY

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Creative Curriculum Policy

At the heart of the community, we are a school that gives children the key to their education unlocking the doors to the Wider World.

This policy reflects our vision as set out above.

Introduction

The driving force behind the design of our curriculum is rooted in the principles of the Education Inspection Framework (EIF) and current research into how children learn and retain knowledge over time. (EEF)

Our curriculum has been carefully designed to be ambitious for all pupils, ensuring that every child, regardless of background or starting point, has access to the knowledge, skills and cultural capital needed to succeed in later learning and life.

Subject leaders have constructed a curriculum that is coherently planned and sequenced, drawing upon the National Curriculum whilst identifying the essential knowledge, concepts and vocabulary that we want pupils to remember and apply. These carefully identified "golden threads" (key knowledge) run throughout the curriculum, enabling children to make meaningful connections between learning and build secure long-term understanding.

The curriculum is designed around cumulative learning, ensuring that knowledge and skills are revisited, strengthened and extended over time. Leaders have identified the most important knowledge that pupils should retain by the end of each year group and ultimately by the time they leave Hadfield Infant School.

We maintain equally high aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Adaptations are made where necessary to ensure that every child can access an ambitious curriculum and achieve success.

Our curriculum provides pupils with a broad and balanced education through the full range of National Curriculum subjects. Meaningful links are made across subjects where appropriate, whilst maintaining the integrity and progression of individual disciplines. Through carefully planned experiences, enrichment opportunities and exposure to diverse cultures, pupils develop the knowledge, understanding and cultural awareness needed to become active and informed citizens.

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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' character education through our values and virtues which are interwoven throughout the whole school day.
- Support pupils' mental wellbeing through MyHappyMind
- 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.
- Our curriculum enables us to immerse children in their learning, creating lifelong memories.

These curriculum aims are underpinned by our vision and values:

Our vision is for all children to be equipped with the skills that will enable them to unlock the Wider World and the possibilities available to them. Our aim is to build the foundations of educational excellence.

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 CAPE – Community, Aspiration, Perseverance and Excellence. We can achieve these values through our character virtues –

- Community – Teamwork and Honesty/forgiveness
- Aspiration – Independence and Responsibility
- Perseverance – Effort and courage
- Excellence – Being proud and knowledge

Our school values promote 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.

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- 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. It is now centred on seasonal change as this enables staff to amend and adapt the curriculum to suit the interests and needs of the children within each cohort. The learning is planned on a weekly basis and is linked to the seven areas within the foundation stage framework.

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

- The curriculum content for each subject has been carefully mapped to ensure clear progression in knowledge, skills and vocabulary whilst also considering any barriers to learning that may affect children who attend our school. Subject leaders have identified the key knowledge that pupils should learn, retain and apply at each stage of their education.
- Learning is organised into progressively sequenced units that build upon prior knowledge and understanding. Where appropriate, meaningful links are made between subjects to help pupils make connections across their learning whilst maintaining the integrity of individual disciplines.
- Our curriculum draws upon the rich context of our local area, enabling children to connect their learning to familiar places, people, experiences and environments. These real-life links help to make learning purposeful, relevant and memorable.

- Teachers use a range of evidence-informed approaches, including retrieval practice, spaced learning and cumulative review, to strengthen pupils' ability to remember and apply previously taught knowledge.

Through regular opportunities to revisit important concepts and vocabulary, children develop increasingly secure long-term understanding.

- Staff recognise that effective learning is demonstrated not simply by what has been taught, but by what pupils can remember, understand and use independently over time.

Learning Behaviours and Metacognition

Teaching at Hadfield Infant School is informed by the Education Endowment Foundation's guidance of Metacognition and Self-Regulated Learning.

Teachers explicitly support pupils to:

- Plan their learning
- Monitor their understanding
- Evaluate their success
- Reflect on their mistakes
- Select appropriate learning strategies

Through modelling, scaffolding and guided practice, pupils gradually develop independence as learners.

Role of Subject Leaders

Subject leaders are responsible for:

- Designing and reviewing curriculum content
- Ensuring clear and structured progression from EYFS to Year 2
- Identifying key knowledge and golden threads
- Monitoring implementation through lesson visits, pupil voice, work scrutiny and assessment information
- Evaluating curriculum impact and retention
- Supporting staff with subject knowledge and curriculum delivery

- Ensuring that they receive the best and most up to date CPD in relation to their subject area
- Identify both the substantive knowledge (what children know) and the disciplinary knowledge (how children think and work within a subject)

Subject leaders monitor not only curriculum coverage, but also the extent to which pupils have retained and can apply the key knowledge identified within each subject. Monitoring activities, including pupil voice, work scrutiny, lesson visits and assessment information, are used to evaluate the effectiveness of curriculum implementation and inform future curriculum development.

Assessment of the creative curriculum

A statutory EYFS Baseline Assessment is completed for each child on entry to Reception, with ongoing formative assessment taking place throughout the year. Children's progress is reviewed at key points during the academic year, and at the end of Reception pupils are assessed against the Early Learning Goals.

In Key Stage 1 (Years 1 and 2), attainment and progress in reading, writing and mathematics are assessed in accordance with the school's Assessment Policy and through the use of standardised assessment materials where appropriate. Pupils in Year 1 complete the statutory Phonics Screening Check in June. Children who do not meet the required standard receive additional support and are reassessed in Year 2.

Although no longer statutory, Hadfield Infant School continues to administer end of Key Stage 1 SATs assessment papers in Year 2. This enables leaders to track attainment over time, evaluate trends in performance and assess the impact of curriculum developments on pupils' long-term learning and retention of knowledge. This information supports ongoing curriculum refinement and school improvement planning.

Assessment within foundation subjects focuses on the retention and application of key knowledge, vocabulary and concepts. Teachers use retrieval activities, questioning, discussion, observation and low-stakes assessment opportunities to evaluate what pupils know, understand and remember. Assessment information is used to identify misconceptions, inform future teaching and ensure that learning is secured in pupils' long-term memory.

Across the curriculum, teachers assess pupils' understanding through observation, discussion, questioning, independent work and self-assessment, enabling them to respond to pupils' needs and adapt teaching accordingly.

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 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.

Impact

By the time pupils are ready to leave Hadfield Infant School they will:

- Know more, remember more and be able to apply the key knowledge, vocabulary and skills identified within each subject.
- Demonstrate secure foundations in reading, writing and mathematics, preparing them well for the next stage of their education.
- Make meaningful connections between current and prior learning through the curriculum's carefully sequenced progression and golden threads.
- Show curiosity, resilience and independence as learners through the development of metacognitive and self-regulation strategies.
- Appreciate and understand the world around them through a rich and varied curriculum that promotes cultural capital and broadens experiences.
- Demonstrate the values, attitudes and personal characteristics needed to make a positive contribution to society and their wider community.
- Show respect, kindness, tolerance and responsibility, understanding the importance of positive relationships and active citizenship.
- Leave Hadfield Infant School as confident, respectful and aspirational individuals who are ready for the opportunities and challenges of the next stage of their education and beyond.

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

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- 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.