

WINGROVE PRIMARY SCHOOL



Policy Statement for CREATIVE CURRICULUM

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Rationale

The curriculum is all the planned activities that we organise in order to promote learning, personal, social and emotional growth. It includes the statutory requirements of the National Curriculum and the range of extra-curricular activities that the school organises in order to enrich the experience for the children. It also includes the 'hidden curriculum,' or what the children learn from the way they are treated and are expected to behave. We aim to teach the children how to grow into positive, responsible people, who can work and co-operate with others while developing a range of knowledge and skills.

Aims

- To develop a range of enquiry, problem-solving and thinking skills
- To encourage collaboration, co-operation and the sharing of ideas
- To develop spoken language, reading, writing and vocabulary as an integral part of all teaching
- To extend the children's natural curiosity and wonder of the world
- To encourage the development of positive attitudes to learning and personal relationships
- To develop basic skills in reading writing and maths
- To provide children with an introduction to the essential knowledge that they need to become educated citizens (National Curriculum Aim 3:1)
- The overarching aim of curriculum development is always to narrow the gap between expected and actual attainment and ensure accelerated progress for all pupils.

The National Curriculum

The National Curriculum describes what must be taught in Key Stages One and Two. Each teacher at Wingrove School follows this detailed guidance thus ensuring continuity and progression in teaching and learning.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

To achieve this aim, Wingrove Primary School provides a curriculum that:

- is broad and balanced
- is exciting so pupils are challenged, motivated and stimulated
- provides experiences that are beyond their norm
- equips pupils with the confidence, motivation and skills to be able to solve a range of problems logically and independently
- creates as many opportunities as possible to consolidate and rehearse reading , writing and math skills.

For details of each subject please see separate subject policies.

Phonics and Reading Schemes

Phonics is taught through the Letters and Sounds programme. We use a range of high quality resources to support the teaching and learning of phonics, such as Floppy Phonics, Jolly Phonics and Phonics Bug.

We do not subscribe to one single reading scheme as we believe a diverse range will provide the children with a better quality reading experience. Although, we do have a full range of Rigby Star and Oxford Reading Tree scheme books.

Planning

At Wingrove Primary School, we follow a creative 'thematic' approach to teaching and learning. This means we gather content from different subjects into well planned, cross curricular studies. This helps children see the connection between different curricula areas and enables them to consolidate and transfer skills from one subject area to another. Our creative curriculum gives our children the opportunity to use their subject knowledge and skills in real context.

There is a long term map set out for these themes. However, there is always the flexibility to change the theme if required.

Planning is undertaken at three levels:

Long term planning is based on the yearly teaching programmes set out in the National Curriculum. (See Curriculum Jigsaws)

Medium term planning is carried out half-termly or termly in year group teams. Teachers select their main teaching objectives from the National Curriculum and plan a cross-curricular theme.

Short term planning is carried out weekly in year group teams. These plans include the learning objectives for each part of the lesson, the activities chosen as the vehicle for achieving the objectives, differentiation and a description of what good/outstanding progress will look like.

Medium and short term planning is monitored by subject leaders and the Head Teacher. Feedback from this monitoring is presented to governors, senior leaders and all staff.

Teaching Methods and Approaches

Lessons follow a logical format with an introduction, direct teaching, main activity and plenary. It is made clear to the children at the start of the lesson exactly what it is they will learn as the objectives are shared with them.

The teaching at Wingrove provides opportunities for:

- Group work;
- Paired work, including mixed ability and similar ability pairs;
- Whole class teaching;
- Individual work.

The pupils engage in:

- The development of mental skill and strategy;
- Written recording;
- Practical work;
- Investigational work
- Problem solving;
- (subject) focussed discussion;
- consolidation of basic skills and routines.

At Wingrove Primary School we endeavour to set work which is challenging, motivating and which encourages the pupils to talk about what they have been doing.

Differentiation

We recognise that differentiation involves adjusting teaching to meet the learning needs of individual children. Differentiation should be taken into account when planning work, it is not possible to match every task to the ability of every child but there are certain strategies that can be adopted to ensure that most children are working at the right level.

Differentiation Techniques

- Differentiated by outcome
- Differentiated by task
- Differentiated by teacher input.

Strategies to assist differentiation

- Groupings by ability, setting targets at different levels
- Graded tasks on familiar term
- Open ended investigations
- Mixed ability group, children supporting each other
- Different methods of recording
- Adapting mathematical demands on investigations
- Incorporating extension activities into planning
- More able working independently, so teacher supports a particular group of children.

Display

Displays are used to inform, stimulate, motivate and celebrate the work of our pupils. There are learning/working walls in each class (KS1 and KS2) for English and Maths. These 'working walls' are used to indicate on a display board the starting point and learning outcome for the lessons as well as the unit being taught. They provide an instant record of what is being learned, why it is being learned, what will be achieved and to track the progress through those aims, making the pupil an active part of the process.

Assessment and Record Keeping

At Wingrove we are continually assessing our pupils and recording their progress. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress.

This year we have embarked on the Assertive Mentoring Programme.

(See Assessment policy for details.)

During Autumn 2014 Wingrove Primary School will be introducing a new assessment process which will assess subject specific skills. Each child will have a "Skills Passport"

The Skills Passport has been designed with the child in mind. It lists the skills required to succeed in the foundation subjects and science. The child has ownership of their own passport, which will go with them through the school.

If the child considers that they have achieved mastery over the skill they have to make that case to the teacher, demonstrating how they have done this. If the teacher/additional adult consider that the child has indeed mastered the skill, they give permission for the child to 'stamp' that skill - just as a passport is stamped on entry to a new country. Once the child has received 3 stamps for a skill, they move on to the next one.

Each year group has a different colour, so that the year of skill acquisition can be recorded. Some boxes are left blank to the end of each subject: this is for teachers to add skills that they feel may be missing.

The passport will be discussed with each individual child during half term Assertive Mentoring meetings.

Assessments are carried out on three levels:

Short term assessments are an informal part of every lesson. These include written and verbal feedback (see marking and feedback policy), as well as teacher questioning during each lesson. It will also include all observations of learning, and subsequent information shared with the class teacher/year group team.

Medium Term assessments are carried out half-termly, as in the core subjects.

Long term assessments are carried out towards the end of the school year when pupils' attainment is measured against the record of key objectives for the subject and any targets previously set. Teacher assessment, statutory and other standardised measures, where applicable, are used.

Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year.

Reporting

All parents receive an annual written report which includes a summary of their child's progress over the year. Parents' consultation meetings are also held each term. Parents are provided with an assessment and progress card for their child.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in all subjects. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils. We support, encourage and challenge all of our pupils to succeed, whilst instilling strong British values such as tolerance and respect for difference.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

Wherever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist Inclusion Manager, draw up an individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate, a group plan is developed with common objectives and learning targets for a group.

More Able Pupils

Children, in nearly all cases will be taught within the appropriate peer group. They are extended through differentiated work. In some cases children may be taught in another year group and children in Y6 can extend to work from the Y7 objectives. The Gifted and Talented Manager manages this group of children, and appropriate strategies are shared with staff.

Homework

(Homework is provided on a weekly basis. It may take the form of spelling, reading, number work to practise. But will, in the main, focus on the development of, and practise of literacy and numeracy skills. On occasion, children may also be given other work that is linked to other subject areas. It will always be linked to subject matter being taught in class, and each piece should take no more than 20 minutes – depending on age and ability. Homework at Wingrove is challenging but realistic and achievable. It doesn't always involve written work, but can also include suggested visits to support learning and development. This can be achieved through visits to places of interest. This will be suggested, on occasion, to parents.

Parental Involvement

At the beginning of each term, all parents are informed of the Creative Curriculum theme, English and Maths units being taught. They are also given a diary of specific events in school. Parents are invited into school on a regular basis so they can participate fully in their child's learning.

Curriculum Enrichment

At Wingrove Primary School, we believe that the academic life of our school should include much more than what happens in the main curriculum.

We offer a wide range of experiences and challenges that enrich our curriculum. This is to ensure that our pupils are inspired to learn outside of the classroom and develop the skills required for the world beyond their primary education.

Through our Curriculum Enrichment programme, we use the talents and experiences of others from outside the school, in combination with the talents and interests of staff within our school, to enrich our pupils' education.

The activities offered vary from the physically challenging and cultural, to school-based activities. We have regular visiting speakers inspiring our pupils in a range of different subjects.

School Council

Our School Council has two members from every class, which ensures that all children are represented and have an opportunity to air their views. The council meets regularly to discuss ideas or issues put forward by their classes and these often contribute to our School Improvement Plan. The council feeds back any findings and decisions to the rest of our school. School Council members are elected by their class each year.

Respect Committee

Respect forms the basis for all that we do at Wingrove. We believe in mutual respect for all, respect which is gained and established through a lot of hard work, creating the very supporting, caring environment to which we all contribute. We have Wingrove RC, who are children selected to represent our school as ambassadors. They meet and greet visitors and are present at all Wingrove events, where they may interview people and take photographs. They also prepare reports for the termly newsletters. Our Community Cohesion Manager coordinates this area.

Charity Support

We encourage our children to take part in fundraising for charity, which helps to develop their citizenship and financial skills. Our children enjoy discussing new ideas to raise money. We sponsor a child in South America, enabling her to go to school. We are involved with 'Send My Friend to School' programme, where we campaign, along with the support of our local MP, to encourage governments to do more to support the most vulnerable.

Music tuition

Our children have the opportunity to work with music specialists throughout their school career. This year the children are learning to play:

- Pocket trumpets;
- Recorders;
- Piano;
- Drums.

Educational visits

We believe that learning from first-hand experience is very powerful and provides lasting impact. We support children's learning through educational visits, which are planned to link into topic work at school. We ask for voluntary contributions for these trips and workshops approximately three weeks before the activity takes place. Parents and carers, for whom this would cause financial difficulty, are invited to come and see us, as financial support may be available. All children in receipt of pupil premium are entitled to a 50% reduction in the cost for these visits.

Residential visit

Pupils in Year 6 are given the opportunity to join an 'outdoor pursuits' residential trip. Our residential trip is extremely popular and gives children the opportunity to challenge themselves and be successful in a range of outdoor pursuit activities. This promotes team building skills and raises self-confidence and self-esteem. Our aim is that all children have the opportunity to join this trip and financial support may be available for those who need it.

Visiting experts

We invite many experts into our school to work with our children, including novelists, dramatists, artists, musicians, foreign language experts and representatives from local services. Experts inspire our children to learn through sharing their passion for their subject area, which can raise our children's aspirations for their future careers.

See Head teacher's report to Governors July 2014 for a list of the Curriculum Enrichment experience 2013-2014.