



Creative Curriculum Policy

Kincraig Primary School – Creative Curriculum



Our Vision

At Kincraig Primary School, we aim to provide outstanding outcomes for our pupils. As a forward thinking school of the 21st century, we believe that our curriculum should engage pupils in a relevant, meaningful and challenging process, where they are stimulated and allowed to let their learning develop and flow.

Our aim is to develop the **'whole'** child, ensuring each one has the opportunity to achieve their full potential, both academically and emotionally. We want to create a **'burning desire'** for the need to know and provoke a want and need to learn. With this in mind, we hope to enable our children to develop a lifelong love of learning which is extended beyond the classroom walls and into the wider world.

As a school, we like to **'turn the world upside down'** and re-think the learning process to inspire and promote independent learning and independent children. We strive to create an atmosphere where children take an active role in their learning and have high aspirations and expectations of themselves.

In order to achieve this, we are committed to providing all of our children with the opportunity to develop their higher order thinking skills these skills are then developed so that they can apply them to the wider world context, by making real world applications. We are proud to develop these opportunities through a range of different approaches. Where relevant, these include project based learning, challenge based learning and immersive environments which are all encompassed within our creative curriculum.

Organisation of the Curriculum

The National Curriculum is specified as separate subjects but schools are not required to teach the subjects separately. At Kincraig we believe the coherence of the curriculum can only be strengthened by combining aspects of one subject with those of another and strongly promote this within our curriculum. Each theme has been carefully mapped out to ensure objectives can be grouped. The learning objectives for each individual subject continue to be covered but in a more creative and imaginative approach.

Across Years 1-6 the curriculum has been organised into overarching themes. Each theme lasts for a term. The themes cover a wide range of different topics and have been carefully mapped out to ensure children have access to a broad and balanced curriculum.

The Early Years Foundation Stage have also organised their curriculum into overarching themes, ensuring all children have access to achieve the requirements of the Early Years Foundation Stage Curriculum, however still incorporating the children's interests and ideas. Their themes change on a half-termly basis.

Theme Overview:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School A	All About Me	Winter Wonderland	A Taste of China	Weather	Bears	Under the Sea
Pre-School B	Into the Woods	Light and Dark	Dinosaurs	Rumble in the Jungle	All About Town	Transport
Reception	Once Upon A Time	Let's Celebrate	Dungeons and Dragons	Growth and Change	Space and the Solar System	Holidays/Travel
Year 1	The World In Which We Live/ People who help us.		An African Safari		Roll Up! Roll Up! Roll Up! All the fun at the Seaside	
Year 2	Brilliant Britain		Life Cycles		Explorers	
Year 3	The Land Before Time/ Prehistoric Britain		Ruthless Romans		Row, Row, Row your boat	
Year 4	Walk Like An Egyptian		The Amazing Amazon		Lancashire Life	
Year 5	A road trip through North America		A Time Travellers Adventure		Olympia/Ancient Greece	
Year 6	World War 2		The Terrible Tudors (The Works of Shakespeare)		SATS /Mexico	

Immersive Environments

At Kinraig we believe the learning environment plays a crucial part in a child's development and can have a huge impact on their learning.

Within each theme our aim is to transport our children back in time; transport them back to a place or event linked closely within the theme. During the theme of World War 2, Year 6 children are taken back to 1939 and see the effects of war. An air raid shelter, an evacuee, rubble scattered across the classroom floor and the sounds of sirens echoing in the background are just a few examples of ways we aim to bring the theme alive.



By changing the classroom environment to reflect the theme, we hope to engage our children and ignite that spark that makes them want to question why and how things happen and plant that seed that makes them want to go and find out more.

Here are some more examples taken from our themes...



(Y2- Brilliant Britain – The Great Fire of London)



(Y4 – Walk like an Egyptian)

(Y5 – A road trip through North America)

We pride ourselves on transforming our learning environment so they do not appear like a 'classroom'. We strongly believe that by immersing the children in an environment, which stimulates all the five senses, we develop and provoke the want and deeper need to learn; questioning why and how things happen.

In doing this, we encourage children to have a choice and choose their own personal learning style which suits them best. We are very conscious and aware that not all children learn and develop in the same way, and therefore in order to help them succeed we think '**outside the box**' and offer them a variety of different ways in which to achieve the desired outcome.

Theme Weeks

Alongside themes, we also hold a number of specific themed weeks which are the same for all children across school. These theme weeks often focus on a specific area of the curriculum for e.g. Science or Art.

Enhancing the Curriculum

We promote an ethos where we encourage visitors to come into school and for children to go out on visits which will extend and develop their knowledge and understanding of what they are learning.

These opportunities enable our children to have first-hand experiences, which brings their curriculum alive and gives it purpose and meaning. We also have our own school mini-bus which has enabled us to go and explore our surroundings more.

Promoting British Values through the Curriculum

At Kincaig Primary School we believe that we prepare pupils positively for life in modern Britain and we promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Democracy: Democracy is embedded within the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Each year the children decide upon their class charter/rules and the rights associated with these. All the children contribute to the drawing up of the charter. We have a student council which meets every half term to discuss issues raised in class council meetings. The council has its own budget and is genuinely able to effect change within the school. Every child on the student council is voted in by their class. Elections are carried out and children are voted in by members of their class. Children have an annual questionnaire where they are able to put forward their views about the school and discuss. Elections are also held each year to identify the head boy and head girl. These elections take place within Year 6.

The Rule of Law: The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Kincaig. Pupils are taught from an early age the rules of the school and together the children have created their own school promises in which they follow. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service and Magistrates help reinforce this message. To encourage and promote good behaviour, attitude and work, we have devised a reward system which is consistently followed throughout the school. We are committed to praising children's efforts and endeavour to praise the children informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for behaviour and general attitudes. These are known as Super Pupil and Worker of the Week Awards. Rewards are given in the form of merits, stickers and certificates. Children's achievements are also recognised during Celebration Assemblies and parents are invited to attend.

Individual Liberty: At Kincaig, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our eSafety and PSHE lessons.

Mutual Respect: Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. Through PSHE sessions, assemblies and classroom discussions children have begun to relate what the word 'Respect' means and how this is shown. All members of the school community treat each other with respect and this is regularly reinforced. Displays around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our Behaviour Policy

Tolerance of those of Different Faiths and Beliefs: Kincaig Primary School is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures. This is achieved through enhancing children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Religious Education lessons, PHSE lessons and assemblies led by the local vicar and Blackpool Schools Youth Workers, reinforce messages of tolerance and respect for others. Members of different faiths or religions and those who speak languages other than English are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths, these include the local church, a cathedral, a Baptist church, Mosque, Hindu temple and Synagogue.

Planning

Planning for the creative curriculum is based on a progression of skills. A series of lessons based on the year groups theme are planned using the key performance indicators in the National Curriculum statutory guidance.

- Long Term and Short Term Planning is created for Literacy and Numeracy 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 Early Years Framework to provide opportunities for children to progress and develop. Regular evaluations take place.

Monitoring

Topic web planning is collated to ensure curriculum coverage and breadth of study across the school. Subject Co-ordinators 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 our 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:

- Children know what it is they are going to learn and have a choice in the way they learn, picking their own path in order to achieve the outcome.
- 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 immersive, stimulating and positive.
- 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

Policy last updated 16/10/2015

The Creative Curriculum Policy at Kincaig Primary School and Children's Centre 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 – Mrs Karen Appleby or Miss Lucy Cross

Signed: _____ Date: _____

Date	Proposed Amendment	Signed