



Hazel Grove Primary School

# **Creative Curriculum Policy September 2019**

**DATE POLICY APPROVED BY GOVERNORS: 23<sup>rd</sup> September 2019**

**DATE POLICY RATIFIED BY GOVERNORS: 14<sup>th</sup> October 2019**

**REVIEW DATE: September 2020**

**SIGNED: CHAIR OF GOVERNORS**

**SIGNED: HEAD TEACHER**

## Statement of Curriculum Intent

At Hazel Grove Primary School we strongly believe that it is our responsibility to prepare our pupils with the knowledge, skills and attitudes that will help them become successful, happy and confident learners and citizens; we aim to inspire our pupils so that they believe that they can achieve.

The Hazel Grove Primary Curriculum reflects our school context and values and is intended to: recognise and build on children's previous learning; embed key knowledge; allow children to practise and develop a range of skills; be creative and instil a sense of self-belief, encouraging them to challenge themselves and each other.

Through a variety of learning experiences, we aim to provide opportunities for the pupils to develop independence, resilience and to work within a culture that embraces challenge for all. We believe children need to be fully engaged in the learning process so we provide an exciting curriculum based on first hand learning experiences.

*'Learn Together, Learn Forever'*

Every child in our school is recognised as a unique individual. We celebrate and welcome differences within our school community. As part of our school curriculum, we have identified four values – elements that are integral to our school ethos, **build cultural capital** and prepare children for the world we know and a world yet to be discovered. These are:

- Be Kind
- Be Respectful
- Be Responsible
- Be Honest

We teach our children how to safeguard themselves through our PSHE curriculum, and have linked the PREVENT agenda to our curriculum to enable our children to make informed choices around how to be a good citizen and demonstrate good British values.

## Aims

The key aims of our curriculum is to ensure all pupils at Hazel Grove Primary School develop as:

- Successful, happy and confident learners; inspiring them to continue to learn throughout their lives

- Resilient, ambitious individuals; ready to challenge themselves and each other
- Kind, respectful, responsible and honest citizens of Britain and the World
- Safe and healthy pupils, ready to lead fulfilling lives as valued members of society.

## The Foundation Curriculum

The Foundation Curriculum at HGPS is based upon the three principles:

### Knowledge ~ Exploration ~ Communication

The HGPS Curriculum is based on knowledge requirements set out in the National Curriculum (2014) and the skills progression for each individual subject. Building on this foundation, we present our learners with opportunities to explore their learning further, ask questions and steer the planning of a topic to include their areas of interest and curiosity. We will also encourage links to be made with previous learning and do this through reference to **Curriculum Intent Maps** and **Knowledge Organisers** from previous years. We give our pupils the opportunity to communicate their learning. Children engage with real, wider audiences when they have authentic learning to share based on solid foundations of deep knowledge.

### The 'Knowledge ~ Exploration ~ Communication' Approach to Planning

Whilst the areas of knowledge, exploration and communication provide a useful structure in learning, they also help inform our planning sequence.

Knowledge	Exploration	Communication
Direct transmission of knowledge and explicit teacher instruction	Opportunities to debate, question and challenge	Strong emphasis on structured speech events to share and debate ideas with others
Retention, recall and learning by heart	Opportunities for hands on authentic experience and experimentation	Opportunities to perform, to make things and showcase products of learning
Teaching for memory and low stakes testing	Opportunities for enquiry, analysis, critical evaluation and problem solving	Opportunities to contribute to discussion of values of school and community
Repetition and practice		
Explicit teaching to build cultural literacy		
Explicit teaching of specific terminology		
Progressive development of identified subject related skills		

## **We plan our curriculum in three phases:**

### **Involving All**

1. As a whole school, we create yearly 'Curriculum Grids' for each year group. This indicates what topics and foundation subjects are to be taught in each term. We review our long-term plan on an annual basis.

### **Intent**

2. As a year group, we create 'Curriculum Intent Maps' that identify The National Curriculum Objectives and Foundation Subject Skills to be covered during the term. Each year group keeps a record of taught skills by highlighting or dating on the 'Skills Progression Sheets' – this will inform Subject Leaders and ensure consistent coverage.

### **Live Planning**

3. Each class teacher, develops a set of topic enquiry questions that allows for development and use of these skills – this could be an open-ended question or investigation to ignite the children's curiosity. The Live Planning Overview will be a working document and can be added to and updated alongside the children throughout the topic. We then populate the Planning Overview with the learning activities and experiences that will take place during the topic. These should be underpinned by the use of the Subject Skills and Core Values with opportunities for cross curricular learning. Evidence the skills alongside each activity and (where appropriate) the Core Values. Some of this learning may not be evidenced and instead be found virtually on Class Dojo, the school website or as multimedia saved on the Staff Network.

## **Assessment of Knowledge**

### **Use of Knowledge Organisers**

Knowledge Organisers tasks to be used and referred to throughout a topic as a working document for children to populate as they encounter new knowledge and vocabulary. These are open-ended with limited teacher input. They should be displayed in books at the beginning of each topic.

### **Communicating to an Audience**

Opportunities will be given for the children to 'communicate' their learning beyond their class on a regular basis. For example, this could be learning that is shared with parents/ carers though through a performance, assembly or learning walk. The children could share their learning with other classes or virtually using the school website.

## **Children with SEND**

Our curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need or disability, our school does all it can to meet these individual needs. We always provide additional resources and support for children with special needs and/or disabilities.

The school provides a 'Teaching and Learning Plan' (TLP) for each of the children who is on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

## **EYFS**

Nursery and Reception children follow the Early Years Foundation Stage Curriculum. They are provided with a balance between child-initiated play and planned adult-led activities, with emphasis placed on developing a broad range of knowledge and skills which are underpinned by The Early Years Foundation Stage Curriculum. There are seven areas of learning within the EYFS Curriculum: Communication & Language, Personal, Social & Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Children are provided with rich opportunities to learn through play both indoors and outside within an enabling environment. Staff take pride in planning activities in response to the children's interests and needs whilst ensuring that activities are challenging, enjoyable and purposeful. Each child is celebrated as an individual. Characteristics of effective learning are developed through play and exploration, being active in their learning, making decisions, sharing ideas, being creative and thinking critically. All children's efforts and achievements are celebrated. Children's progress is collated in their 'Learning Journeys'.

Through early, accurate Baseline Assessment staff record each child's starting points and then identify and plan for their next steps for learning. Their progress towards the Early Learning Goal's (ELG) is closely tracked throughout the year and regularly shared with parents to support the children's development both in school and at home. The crucial role of parental involvement in a child's education is recognised and valued and parents are provided with regular communication regarding children's progress.

Our aim is for our children to be happy, settled and secure at school; for them to develop a love of learning and have the confidence to be independent and resilient learners. We consider the changing 'school readiness' needs of the children as they move on to their next phase of education.

### **The role of the Curriculum Lead**

Creative Curriculum Lead is responsible for monitoring the way the school curriculum is implemented. The Curriculum Lead does this by:

- Liaising with the subject leaders monitoring closely the way the school teaches curriculum subjects.
- Producing, in consultation with colleagues, written policies and guidance
- Leading staff in the discussion of policy and guidance.
- Ensuring legal compliance with statutory curriculum guidance in all subjects
- Monitoring and assisting in the evaluation of the delivery of all subject areas across the school
- Networking and liaising with colleagues in other schools to ensure equity and continuity in the above subject areas

The Head teacher and Curriculum Lead are responsible for the day to day organisation of the curriculum. The Curriculum Lead monitors the curriculum.

### **The role of the subject leader**

Subject leaders monitor the way their subject is taught throughout the school. They examine Curriculum Intent Maps and Live Planning to ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Annually, create an action plan for the subject, linking in to the School Improvement Plan, focussing on the improvement of teaching and learning.
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.
- Carry out drop in sessions and Foundation book monitoring to ensure that appropriate teaching strategies are used.
- It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.

The school gives subject leaders non-contact time as required, so that they can carry out the necessary duties involved with their role.

### **Monitoring and review**

Our governing board's Teaching and Learning Committee is responsible for monitoring the way the school curriculum is implemented.

Subject leaders monitor the way their subject is taught throughout the school. They examine planning, conduct drop in sessions and Foundation book monitoring to ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

The Curriculum Lead is responsible for monitoring the way the school curriculum is implemented.

The Head teacher and Creative Curriculum Lead is responsible for the day to day organisation of the curriculum. The Head teacher with Curriculum Lead monitor the curriculum.

Date	Version	Position	Lead
July 2015	1.0	Policy re-written in light of New National Curriculum. Agreed by Governors.	Mrs Llanwarne
September 2016	1.1	Reviewed by staff and Governors.	Mrs Llanwarne
September 2017	1.2	Reviewed by staff and Governors.	Mrs Llanwarne
September 2019	2.0	Re-write after significant curriculum changes	Mrs Llanwarne