



## Holywell Village First School Creative Curriculum Planning Policy

### Rationale

Each half term teachers will plan the creative curriculum using the school's creative curriculum planning proforma. The creative curriculum planning identifies the knowledge and skills to be gained at each stage (**intent**), how this will be **implemented** and evaluate the **impact** the curriculum is having on children and young people's knowledge, skills and understanding.

### Introduction:

Curriculum Intent - our curriculum is how we drive our school vision:

*'At Holywell Village First School our children are happy, independent and have positive self-esteem. They have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.'*

At Holywell Village First School staff and pupils continually review the curriculum to make sure it delivers the school vision.

We make sure that every child has the best start in life. Our curriculum intent is based on our vision, through which we deliver a broad, balanced and rich curriculum to prepare every child for the next stage and their future life. Furthermore, we ensure the curriculum is appropriate for the pupils of our school as well as the local and wider community

At Holywell Village First School we have designed our curriculum to meet the needs of our children and to ensure that:

- It meets the statutory requirements
- It is unique to our school and takes into account the pupils' current and prior knowledge and experiences
- The school vision drives the curriculum
- The curriculum is constructed to ensure reading is prioritised to allow pupils to access the full curriculum offer and to become fluent and confident readers
- Our curriculum planning for mathematics carefully sequences knowledge, concepts and procedures to build mathematical knowledge and skills systematically.
- Our curriculum identifies opportunities for mathematical reasoning and solving problems which allow pupils to make useful connections
- English and maths are vital if pupils are to acquire the basic skills for life; however all other statutory and non-statutory subjects have equal importance in our curriculum. It is genuinely broad and balanced – we offer a wide range of experiences, opportunities to do things in different ways
- Social Moral Spiritual and Cultural education as well as instilling the importance of British values strengthens our curriculum
- Our curriculum promotes deep knowledge acquisition not only for the highest ability pupils. All pupils have the opportunity and are encouraged to challenge themselves and to apply their new knowledge
- It engages and inspires the children

Our creative curriculum will also enable pupils to:

- Feel successful in their learning and become the best they can be
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- Become independent learners
- Know what their strengths are and which areas they need to develop

- Develop their critical thinking
- Take risks, make mistakes and persevere
- To develop their resilience in a happy and safe learning environment
- To have continuity and progression in their learning
- Be positive citizens in society
- Challenge themselves and engage themselves in deeper learning
- To have respect for themselves and high self-esteem
- Nurture positive relationships promoting working co-operatively with others
- Explore their spiritual, moral, cultural and physical development
- To acquire knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community

### Purposes of the Creative Curriculum Planning

1. To document the coverage of the National Curriculum Programmes of Study (**Intent**),
2. To identify the knowledge and skills to be gained at each stage (**Intent**),
3. To highlight and embed links between areas of learning (**Implementation**)
4. To identify specific learning objectives for each focused activity taught (**Implementation**)
5. To show progression and continuity through teaching activities, lessons and year groups (**Implementation**)
6. To provide opportunities for assessment through lesson evaluations (**Impact**)
7. To generate evidence on which to base future learning and targets. (**Impact**)

### Structure

The creative curriculum has the following structure:

Long Term Planning. There is a whole school topic grid which identifies the intended learning in each subject area for each year group across the year e.g. Science - Habitats. These are shared with parents on the school's website.

Using the long term plan, half-termly cross curricular topics are agreed for all year groups from KS1 and KS2. Each topic will focus on a curriculum area e.g. science driver (but most subjects will be taught each half term.)e.g. Holywell Helpers, Staying Safe

For each year group there is a half termly Topic Web Overview sheet which includes the intended learning and suggested activities. A copy of this is sent home to parents and carers and displayed on the school website.

The combination of topics planned over a year will teach the statutory programme of study for the National Curriculum.

### Creative Curriculum Medium Term Planning Guidelines

- 1) The creative curriculum medium term planning is carried out at the start of every topic/theme. This is usually at the beginning of a new half term.
- 2) The Creative Curriculum half termly Medium term planning will consist of:

A topic web front sheet which is sent home and uploaded on to the school website identifying:

- An overview of the areas of learning
- The Hook e.g. Visits from the Fire Brigade
- The name of the theme/topic e.g. Staying Safe
- End experience/Focussed experience

A subject planning sheet is created for each subject area which identifies:

- the prior knowledge the children will have acquired through previous teaching/year groups
- the National Curriculum Programme of Study
- key vocabulary
- Initiation and activation activity to engage and hook the children.

Teachers then use the subject planning proformas to plan what new knowledge and skills will be achieved (implementation) , how this will be achieved (Impact) and an evaluation of the impact of this work.

Implementation:	Impact –lesson sequence:	Evaluations and assessments:

- 3) Teachers will produce detailed short term Literacy and Numeracy planning on separate short term planning sheets using the schools agreed **LITERACY/NUMERACY PLANNING POLICY**
- 4) At the end of each topic/term, the planning and evaluations will be used to inform Subject Best Fit Grids which subject leaders and SLT will use to monitor progress and attainment in each subject area
- 5) The creative curriculum planning will be uploaded on to School 360 and the schools website so that it is available for parents and carers to view

Date Adopted:

Date for Review:

Chairperson: