



FRANCHE COMMUNITY PRIMARY SCHOOL

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TITLE: **Creative Curriculum Policy**

Reviewed by: SLT February 2019

Review date: February 2021

Intent:

At Franche, we pride ourselves on providing a creative curriculum that meets all the National Curriculum requirements and is personalised and designed to build on the unique needs of every pupil in our school. Our broad and balanced curriculum supports and promotes British Values and our very own personalised Franche Values: Family, Respect, Aspiration, Nurture, Creativity, Health and Enjoyment. Our aim is to provide rich opportunities and real-life experiences for all pupils to foster their spiritual, moral, social and cultural development. We achieve this by embedding key curriculum skills and knowledge within engaging, purposeful and child-led topics to ensure the best possible outcomes for all.

Our intention is to foster a life-long love of learning through adopting a highly engaging and cross-curricular approach. Our Creative Curriculum aspires to equip our children with the key skills and knowledge required to be independent, successful and responsible citizens of the future. We aim to deliver this through:

- Developing children's key skills, knowledge and understanding within the context of engaging, meaningful and progressive topics that are personalised to our learners
- Ensuring all children are appropriately challenged with deeper level tasks and questioning
- Developing a sense of community and belonging: contributing to our community through direct interaction – making links with local individuals, organisations and businesses
- Providing opportunities for children to extend their learning inside and outside of the classroom
- Maintaining a flexible timetabling approach to make space for true depth of study
- Establishing cross-curricular links to foster a greater breadth of understanding
- Involving the children in the planning and giving them choice in the direction the learning takes
- Ensuring pupils are resilient by adopting a 'Growth Mindset' approach
- Embedding children's Spiritual, Moral, Social and Cultural development alongside promoting British Values throughout every subject area

Implementation

Learning styles:

We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children.

Creative curriculum planning:

We ensure that all objectives on the 2014 National Curriculum are covered through our creative curriculum. These are mapped out on our 'jigsaw' overview of the curriculum document:



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Staff shared → Creative Curriculum → Jigsaw Franche Curriculum overview y1-6

Each year band has a '**Curriculum progression**' folder in which the key skills from each curriculum area are broken down to ensure planning is appropriately pitched.

We embed these objectives in topics across the year. We have a number of shorter topics where the whole school works together to promote cross-phase work. The cross curricular details are mapped out on our Creative Curriculum planning overview documents for each year band:

Staff shared → Creative Curriculum → Year * → Creative Curriculum topic overview

Ignition activity

Each topic will begin with an **igniter/ ignition activity** to engage and motivate pupils. Some examples include:

<i>Real life igniters</i>	<i>Suspension of disbelief igniters</i>
<p>*A visitor/outside agency/ business who enlists them to help – or via letter/email/video message</p> <p>*A visit – in which someone enlists them to help</p> <p>*A news item/current affair/ occasion to celebrate which they wish to respond to</p> <p>*Competition entry</p> <p>*Enterprise – generating money to: improve the school/ community/world; for personal/group gain e.g. to go on a trip/fund a party</p>	<p>*Phonecall/ letter/email/morfo message from well-known person asking for help – could historical, book character, a famous person</p> <p>*A found object/s/photos/ clues/ treasure hunt which leads them to be detectives to solve a problem or help someone</p> <p>*Staff dress up/ transform central areas/classrooms and create scenario, enlisting pupils</p>

Action plan:

- Following the igniter, an action plan should be generated with the pupils detailing the skills and knowledge they need to gain to solve this problem/ help this individual and ideas for how they would like to go about delivering information. **It is essential that pupils truly have choice and understand that they are leading the learning.**

Culminating activity:

All learning must be building towards a real purpose in order to motivate, inspire and challenge pupils. Some examples include:

<i>Real life culminators</i>	<i>Suspension of disbelief culminator</i>
<p>* Educational visit</p> <p>* Presentation of learning to: pupils, parents, other adults – performance/audio visual/</p> <p>* Parents come in to support learning and help with task</p> <p>* Enterprise event</p>	<p>* Reports/ presentation to fictitious person solving their problem</p> <p>* Stories/poems/ information/ plays shared with a real audience</p>



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Each year, the expectation is that each year band will undertake one enterprise-based topic and one topic which involves parents supporting children in their learning within the school environment.

Medium term planning:

See medium term planning template on *Shared – Creative Curriculum – New planning templates - Medium term planning blank MASTER* and for examples.

Learning objectives:

Learning objectives should be taken from SPTO or the Curriculum progression folder and be succinct and child friendly.

Guided sessions:

Every opportunity should be taken to target specific children in guided learning sessions. This could be a quick pre-teaching of vocabulary session or a focused new teaching of mastery skills.

Questioning:

Questions for activities and assessment should be layered in 3 levels: Basic, Advancing and Mastering (B.A.M.) to ensure appropriately pitched challenge.

Each lesson should have B.A.M. verbs highlighted to show a range of learning skills that are being developed.

Learning Objective (aim and purpose) if SPTO, highlight in blue	Starter		YOUR TURN: B.A.M activities (questioning for assessment)	B.A.M Learning Skills (highlight in yellow)
	OUR TURN: Guided group Teacher/TA led activity to either pre-teach, close gaps or extend targeted groups identified from AfL	YOUR TURN: Independent Independent/group activity to establish starting point or practice key skills needed for lesson		
Session 2 Geography Locate cities and countries that make up the United Kingdom	On a piece of A5 paper, draw the United Kingdom. Tell your Learning Partner what you already know about the UK?	On a piece of A5 paper, draw the United Kingdom. Game: Two truths and a lie. Using whiteboard (with LP) create some true/false facts and share with another pair. Ch to listen/read facts and decide which are true/false. <i>e.g. London is in Scotland</i> <i>London has a famous building called The Shard</i> <i>London is a city.</i>	Basic (1 chilli) Using Shaun's travelling photos. Locate and label the four major cities and the country they are part of. Advancing (2 chillies) Identify and apply the 'borders' onto your map that make up the countries of the United Kingdom.	Basic arrange, ask, complete, define, describe, find, follow, illustrate, label, list, locate, match, measure, memorise, name, recall, recognise, repeat, report, sort, state, tell, use, write Advancing apply, compare, classify, categorise, estimate, explain, identify, infer, interpret, modify, observe, organise, predict, solve, summarise
	CHECK: establish starting point Ch to compare their first sketch of the UK with peers. Are these sketches accurate enough to use as a map to read and locate key places? Why not? MY TURN: Share LO, Link to 'Big Picture' 1. Explain that to improve we have to repeat skills/tasks and therefore need to have another attempt at drawing the United Kingdom but with some support to make our maps even more accurate. Model 'copying' the image of the blank UK and generate success criteria through process: <ul style="list-style-type: none"> Look carefully Draw slowly Consider shapes and distance(s) between 'points' and 'tips' of the United Kingdom. YOUR TURN: On A4 plain paper, using United Kingdom maps – Ch to attempt 2 nd sketch of UK map following success criteria. Once completed, stick this in on a double-page in LJ books.	Mastering (3 chillies) Suggest a 'different' city that Shaun may have travelled through when visiting these major cities. Locate and label on your map. <i>e.g. Bristol between London and Cardiff</i> CHECK: Self/Peer assess Using green/pink crayons Ch to amend their map and ensure that arrows are showing the correct place for the city. Check spellings are accurate and use polishing pens to amend. Suggested steps to success: <ul style="list-style-type: none"> Find name of city using index in the atlas Look accurately at its position Put a 'dot' to represent the city and annotate around Next steps questions: Are all places known as cities? What other 'types' of places might you find across the United Kingdom? <i>Towns, villages, coastal areas, rural areas</i>	Mastering analyse, create, disprove, evaluate, hypothesise, justify, prove, reason, reflect, suggest teach Key Vocabulary for lesson: <ul style="list-style-type: none"> United Kingdom map(s) cities country locations countries 	



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Timetabling:

There is flexibility in timetabling according to the learning sequence: sometimes whole days/weeks will be given to focusing upon one curriculum area.

Teaching and Learning policy

Each lesson should include 4 main elements of modelled, shared, independent learners and opportunities for assessment. Our Teaching and Learning card should be displayed clearly in every classroom and although it is not necessary to follow the elements in any particular order, each lesson should include a 'My turn', 'Our turn', 'Your turn' 'Check' part. See the Teaching and Learning policy for details:

 <h3>My turn</h3> <p>The teacher explains</p> <ul style="list-style-type: none">• Share L.O.• Link to previous learning and the 'Big Picture'• Model new learning including S.T.S.• Model using the learning environment• Share W.A.G.O.L.L.	 <h3>Our turn</h3> <p>Practise together</p> <ul style="list-style-type: none">• Explore W.A.G.O.L.L. or W.A.B.O.L.L.• Generate steps to success together• Practise the new learning with your teacher and talk partner• Ask B.A.M. questions – teacher and children• Use the 4Bs• Use the IWBs, notebooks and materials (Show me)
 <h3>Your turn</h3> <p>Independent work</p> <ul style="list-style-type: none">• Growth mindset / High expectations• Use the steps to success• Ask questions• Use the 4Bs• Choose your chilli challenge• Know what to do when you're finished• Group(s) will be guided during this time	 <h3>Check</h3> <p>Throughout the lesson</p> <ul style="list-style-type: none">• Mini plenaries• B.A.M. questions• Self assessment against steps to success• Peer assessment using marking code• Improvement time: purple polishing pens• Think about / discuss next steps

Assessment:

Formative: To have maximum impact, success criteria **must** be generated with the pupils to enable them to have more ownership of their work and be more confident that the quality of the work has improved. Pupils' depth of learning should be assessed against the B.A.M. assessment questions identified on planning. See the marking and editing code for marking guidance.

Summative: Pupils' starting points will be established in order to personalise learning by assessing prior knowledge and skills at the start of each topic. In addition to updating School Pupil Tracker Online for English, Maths and Science, year bands will highlight the objectives in their Progression of Skills folder. This can then be passed up to



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the next year band (along with their curriculum topic overview) to ensure gaps are addressed and pitch remains appropriate.

Monitoring:

Medium term plans are monitored by the faculty teams and the creative curriculum co-ordinator to ensure an appropriate breadth, balance and pitch of planned activities. This process is reflected in the Leaders' action plans and is achieved through: a) regular scrutiny of planning and pupil's work b) pupil interviews c) collating data from questionnaires

Resources:

Faculty Leaders and subject leaders review resource needs annually and order as necessary. We value experiences and people as resources, and use them as resources as frequently as possible. Faculty leaders and subject leaders will be responsible for organising resources to be appropriate and accessible for colleagues.

