

Creative Curriculum Policy (Local - LCA and BA)

This policy applies to Benjamin Adlard Primary School and Lincoln Carlton Academy.

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1. Introduction ¶

1.1. At Benjamin Adlard Primary School and Lincoln Carlton Academy, we have adopted the Cornerstones Curriculum as a backbone to our Creative Curriculum design and planning. This is used alongside the National Curriculum and Early Learning Goals to combine creativity with a skills based approach to teaching and learning.

1.2. We strive to provide learning experiences for our children that link around each carefully chosen Imaginative Learning Project (ILP's) and each topic is used as a vehicle for delivering the National Curriculum and Early Years Foundation Stage (EYFS) development statements in a creative and meaningful way.

1.3. We ensure that our children are taught the content of the National Curriculum, whilst at the same time endeavouring to foster a life-long love of learning, through our cross-curricular approach.

1.4. Our Curriculum strives to deliver a twenty-first century education that will equip our children with the knowledge and skills required to be independent and responsible citizens.

2. Values ¶

2.1. We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.

2.2. We value the spiritual and moral development of each person, their well-being and physical growth.

2.3. We value the rights of every child in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. We endeavour to enable each child to be successful and we provide equal opportunities for all in our school.

2.4. We value our environment and we aim, through our curriculum, to instil a sense of understanding and responsibility for our world and how that will impact on future generations as well as our own.

3. Curriculum Aims ¶

3.1. To enable all children to learn and develop their knowledge and skills to the best of their ability

3.2. Increase learners' motivation, enthusiasm and engagement in their learning, making learning meaningful through putting it into context and instilling in them a belief that learning is fun and exciting!

3.3. Provide broad, balanced and relevant learning experiences which raise standards in both teaching and learning

3.4. Help learners become more independent and take greater ownership of their learning

3.6. Create and maintain an exciting and stimulating learning environment

3.7. Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations

3.8. Provide enrichment opportunities where learning and teaching can take place beyond the classroom

3.9. Develop social skills and encourage children to become more active citizens within the school community and beyond

3.10. Enable the communication of knowledge and feelings through various art forms including art/craft, music, drama and acquire appropriate techniques which will enable them to develop their inventiveness and creativity

3.11. Teach children to know about geographical, historical and social aspects of the local environment and their own heritage

3.12. Have some knowledge of the beliefs of the major world religions

3.13. Develop agility, physical co-ordination and confidence in and through movement

3.14. Develop a sense of community and begin to recognise responsibilities as a global citizen

3.15. Promote the use of technology across the curriculum

3.16. Teach children to understand the fundamental strands of British Values and what it means to be a British Citizen.

3.16. Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process

3.17. Know how to apply the basic principles of health, hygiene and safety

3.18. To fulfil all the requirements of the National Curriculum, EYFS and the Lincolnshire Agreed Syllabus for Religious Education.

4. Organisation and planning ¶

4.1. All year groups follow either a one or two year cycle of ILP's from Cornerstones, which form our topics (usually for a half term) and have been deliberately mapped out to ensure coverage in all subject areas across the course of the year or Key Stage (Appendix A)

4.2. Each topic is given valuable time for collaborative planning by year group teaching staff to

deliver a careful sequence of learning which teaches and subsequently build on key skills as prescribed in the National Curriculum/EYFS, whilst still incorporating valuable creative learning experiences.

4.3. Teachers follow the schools English overview for each term in order that specific skills are taught for reading, writing, grammar and punctuation. This ensures high expectations are consistent across year groups and schools. Wherever possible, English learning is linked to the current topic with discrete lessons being delivered for grammar, spelling, phonics and handwriting (see Appendix B for timetable requirements).

4.4. Teachers follow the schools Maths overview for each term.

4.5. At Lincoln Carlton Academy planning evolves from the Recipe for Success (see Appendix C) which outlines key 'ingredients' which we believe make our curriculum exciting and engaging for children. At all three schools, each topic must include a Wow! Factor which allows children to participate in a truly memorable experience which enhances learning of the theme in a fun way and seeks to deliver learning experiences which the children will remember forever.

4.6. Teams use Progression of Skills documents for individual subjects to ensure coverage and progression across year groups. These are used actively at PPA and planning meetings.

4.7. Creative events feature as important experiences for learning beyond the classroom and from others and children will participate in an organised workshop or event that link to their current theme of learning as often as is possible.

4.8. Whole school theme-weeks will be planned in annually for Eco Week, Fit to Fly Week, International Week and Keep Safe Week as well as whole school wow days such as Summer Wow Day, charity days (such as Comic Relief or Children in Need) and World Book Days.

4.9. At the beginning of each term, an overview of the ILP's are sent home to parents and put on the class pages of the schools websites. The overviews include ideas for Home Learning Projects (HLPs). All HLPs that are brought into school are celebrated through displays, photographs on Twitter and on the schools websites.

5. Monitoring and review ¶

5.1. Subject Leaders are responsible for ensuring coverage of individual subjects and monitoring of subjects within our Curriculum.

5.2. The Recipe for Success is emailed to the Curriculum Leader on a termly basis by year group co-ordinators. (LCA.)

5.3. Outcomes are monitored as timetabled on the school 'Year Overview', through Book/Work scrutiny and both internal and external moderation workshops.

5.4. Included on the school 'Year Overview' are the focus subjects which will be looked at from a monitoring perspective during the course of the year. Subject Leaders are accountable for feeding back outcomes of monitoring to the Senior Leadership Team and ensuring that actions are addressed.

5.5. Annually the full governing body will examine attainment and results in relationship to the creative curriculum.

6. Appendices ¶

Please see documents in download section below.

Reviewed by: Kelda Parker

Governing Body Review Date: Monday 15th January 2018

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