Creative Curriculum Policy v5

Document Management

This document was adopted by the SLT in March 2024.

This document is subject to annual review in March 2025.

Document Control

This document is mastered on (location) Staff shared area (V:) /POLICIES/2023-3024

All other copies of this document are considered 'uncontrolled' and users should ensure that any printed copies reflect the current status.

Reference	Description	Date
Katie Sinclair	Document reviewed by SLT	September 2021
Katie Sinclair	Document reviewed by K. Sinclair	March 2022
Katie Sinclair	Document reviewed by SLT	April 2023
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For clarity, throughout this policy the words Franche Community Primary School, school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franche, Holiday Club and Breakfast/After School Club.

Our curriculum vision:

At Franche, we are committed to fostering a life-long love of learning through an ambitious and engaging curriculum that equips our children with the key skills and knowledge required to be independent, successful and responsible citizens of the future. Sequences of learning for each subject area are designed and built upon from Early Years to Year 6 through purposeful, enquiry-led topics and are context-driven to best meet the needs of our pupils and our wider community.   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. We provide rich opportunities and real-life experiences for all pupils to foster their spiritual, moral, social and cultural development both in and outside the classroom.

Curriculum progression:

We ensure that sequences of learning build upon the 2014 National Curriculum objectives and go beyond. These are mapped out on our 'jigsaw' overview of the curriculum document:

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

Each year band has a '**Curriculum progression**' folder in which the key skills and knowledge from each curriculum area are mapped out and monitored to ensure planning is appropriately pitched and that teachers build on and revisit prior knowledge.   We embed these objectives in topics across the year: these are mapped out on our Creative Curriculum planning overview documents for each year band:

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

SMSC

SMSC is at the heart of all we do at Franche Primary. Staff follow our SMSC policy and use SMSC in subject areas documents for subject areas. We have created a simple visual overview to support teachers and pupils' understanding of SMSC:

Through our creative curriculum and SMSC development, we actively promote the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

Teaching and Learning policy

Our approach to teaching and learning is built around Rosenshine's principles of instruction. These define the key elements of effective practice. They are based around educational and cognitive load theory research and are designed to give direct links from research into practice.

Each lesson should include four 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 card for details:

My turn
The teacher explains

- 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.

Our turn
Practise together

- 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)

Your turn
Independent work

- 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

Check
Throughout the lesson

- 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

Ignition activity

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

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

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:

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

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.

Planning

To reduce teacher workload and ensure consistency of approach to teaching and learning, Smart Notebook is to be used for all planning. The template is found on the V:\CREATIVE CURRICULUM\BAM planning . All Notebooks should include:

- L.O./BAM skills first page with teaching points to support teacher subject knowledge
- Revisit task (last lesson, last topic, last year) to ensure key content is remembered long term
- 'Check' Starter task to establish prior knowledge and identify key focus guided group
- Big Picture (what is the point of the learning – in terms of the topic and real life?
- Key Vocabulary
- My turn, Your turn, Our turn, Check pages, (not necessarily in that order).

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

Educater/Curriculum progression L.O.:
To use more than one source of evidence for historical enquiry.

B.A.M Learning Skills
(highlight in yellow)

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

Mastering
analyse, create, disprove, evaluate, hypothesise, justify, prove, reason, reflect, suggest, teach

L.O. To apply appropriate cutting and shaping techniques and choose suitable joining techniques

What's the Big Picture?

Jack has asked for our help again! To reach certain parts of the new housing development, people will need to cross the River Stour. This means a new bridge needs to be built. Can you design and construct a model for him?

Key vocabulary for the lesson:

wedge

joining

flange

wrap

Adaptive teaching:

At Franche we follow the EEF's '5 a day' principles to adaptive teaching to ensure that all learners are supported by high quality teaching. This approach includes anticipating barriers and how to address them (e.g. pre-teaching, planning scaffolds) and delivering 'in the moment' adaptations (e.g. questioning, targeted further guided practice) to maximise learning outcomes for all.

Questioning and Challenge for ALL pupils:

Questions for activities and assessment should be layered in 3 levels (based upon Bloom's Taxonomy): Basic, Advancing and Mastering (B.A.M.) to ensure appropriately pitched challenge for all pupils.

Each lesson should have B.A.M. verbs highlighted on the first page of a Notebook file to show the range of learning skills that are being developed. Pupils are encouraged to challenge themselves by choosing one, two or three chilli challenges in every lesson.

Alteration of long-term memory:

Based on Cognitive Load Theory research, at Franche Primary we optimise the likelihood of information entering children's long-term memory by:

- Building on pupils' prior knowledge to reduce how much new information needs to be handled in the working memory. This is achieved through activities such as: setting home learning challenges prior to starting topics, pre-teaching key vocabulary, using cross-curricular texts in whole class guided reading to increase pupils' exposure to new knowledge and concepts.
- Using WAGOLL (What A Good One Looks Like) examples to teach pupils new content and skills.
- When presenting information on Notebook files, reducing inessential information and irrelevant details direct pupils' attention to key information.
- Ensure working walls and 'Bits and Bobs' folders provide adequate support and scaffolds to enable pupils to focus upon key new information.

Timetabling:

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

Impact

Assessment:

Formative: To have maximum impact, success criteria will 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 and Assessment for Learning strategies. See the marking and feedback policy 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 Educater for core subjects, year bands will highlight the objectives in their Curriculum Progression folder. This can then be passed up to the next year band (along with their curriculum topic overview) to ensure gaps are addressed and pitch remains appropriate.

Monitoring:

Topics overviews and Curriculum Progression documents are monitored by the faculty teams and the creative curriculum leader to ensure an appropriate breadth, balance and pitch of planned activities. This process is reflected in the Leaders' subject development plans and is achieved through: regular scrutiny of planning, learning environments, learning walks 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.

Political Impartiality

Following DfE guidance on political impartiality in school as detailed in this document: https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools , we adhere to the legal requirements to:

- prohibit the promotion of partisan and one-sided political views
- take steps to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of pupils
- ensure staff avoid expressing their own personal political views to pupils unless they are confident this will not amount to promoting that view to pupils and that these views are not presented as fact.
- ensure staff do not suggest that pupils join a certain campaigning group or engage in specific political activity, for example, an upcoming protest.
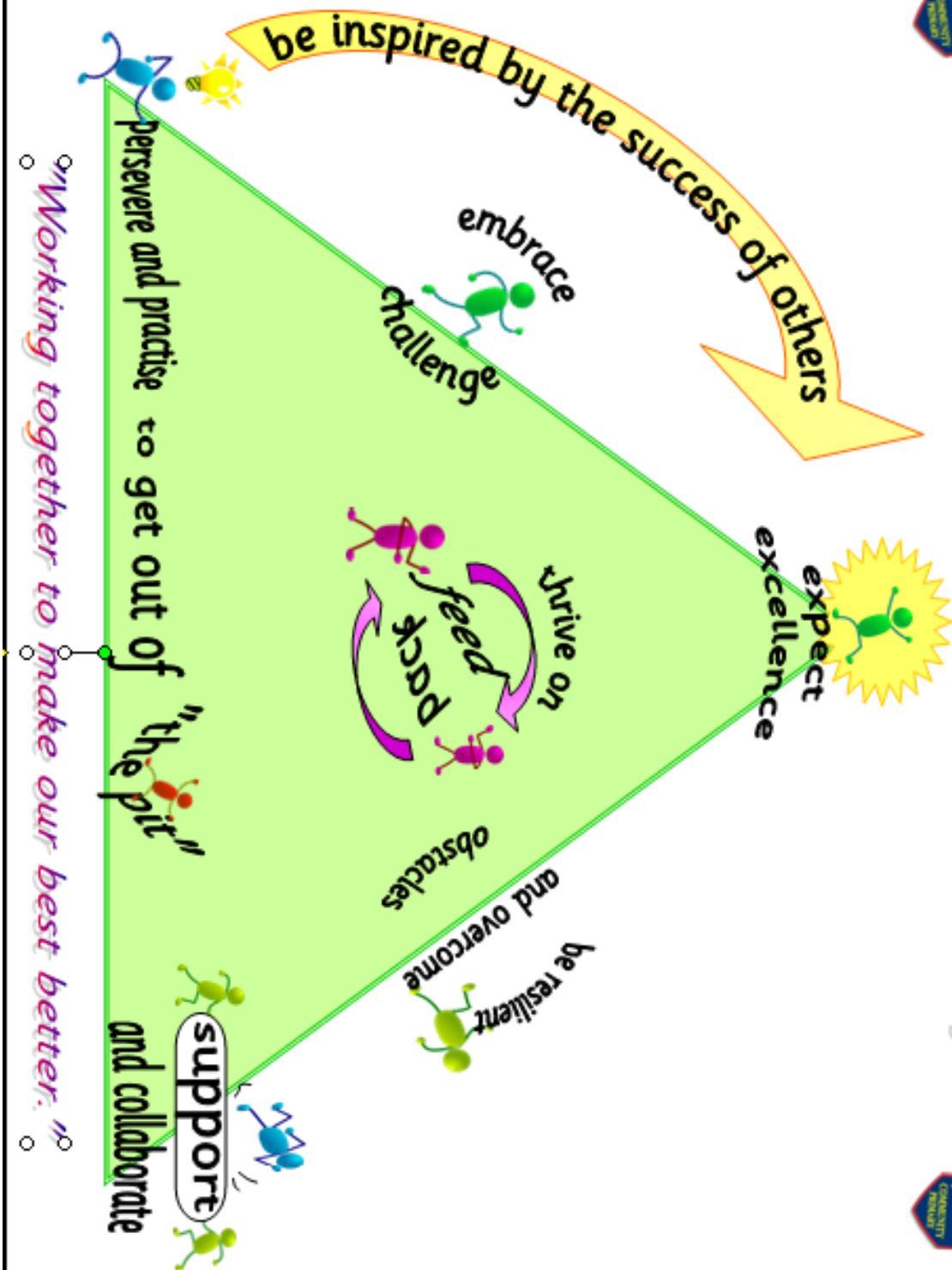
Date of last review: March 2024

Date of next review: March 2025

Franche Primary School Mindset Manifesto

"Working together to make our best better."

be inspired by the success of others

embrace challenge

Persevere and practise to get out of "the pit"

support and collaborate

thrive on feed pack

be resilient and overcome obstacles

expect excellence