

St Saviour's C of E Curriculum Policy 2016

“Creativity is a great motivator because it makes people interested in what they are doing. Creativity makes life more fun and more interesting.” Edward De Bono

We, at St Saviour's, strive to offer all of our children a world of inspiration and exploration through our thematic curriculum in order to help discover who they are and the world around them and how it works.

We are committed to the development of the whole child through the provision of a progressive thematic curriculum which nurtures and celebrates children's skills and talents. We aim to develop their wider personal skills through enrichment activities including trips which are linked to our personalised themes. Through consistently good or outstanding teaching that inspires and motivates pupils to be life long learners and make a positive contribution to society becoming responsible local, national and global citizens.

The themes are communicated to our pupils and parents via half- termly class newsletters which also outline project linked home learning.

Aims

The Thematic Curriculum aims to:

- Be broad and balanced in themes, and allow for a creative approach to learning.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles and opportunities.
- Embed key skills in order to prepare children for real-life and everyday situations.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Allow pupils to develop at their own pace so that they all have the opportunity to learn in order to master concepts.
- Develop social skills and encourage children to become more active citizens within the school community and beyond.

Thematic Curriculum

The Creative Curriculum has been organised into integrated topics or themes. Each theme has been given a key focus; e.g., **Plague, Peasants, Pestilence” historical**, and links have been made to other curricular areas within the topic and curricular focus.

Opportunities for Speaking and Listening are optimised and basic skills are delivered through this holistic approach to teaching. The use of Computing and ICT is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children’s independent learning. English and Maths skills are taught discretely and need to be applied independently in the thematic curriculum e.g. Report writing in English leads to a report written on the Egyptian Tombs in the Humanities Topic.

Each class teacher is responsible for the delivery of the curriculum through a ‘topic based’ approach which incorporates key skills as set out in the National Curriculum and Cornerstones. The theme begins with a memorable experience to capture the imagination and engage. This is followed by a developmental phase where children explore the theme in depth before innovating by applying their new knowledge and skills. The theme ends with an expressive phase where children can reflect on their learning and an exit to celebrate with families.

Although links can be made with all subjects, the following subjects are taught as dedicated, discrete sessions:

- **Maths** – Maths skills are key to developing everyday skills although links can be made to the curriculum through **data handling, position, measurement, especially in Science, DT and Geography.**
- **English** – Phonics, Guided Reading and Handwriting are taught as discrete subjects as they build up basic skills. We are a Storytelling school, which means we follow a process of children hearing, saying, mapping, stepping, deepening, imitating and innovating stories. Children learn to be storytellers and their oracy is developed before their writing skills. Stories are shared with families.
- **RE** - We follow an enquiry based approach in Religious Education and use Discovery RE scheme which we have amended to ensure the two thirds Christianity teaching.
- **PE and Swimming** – delivered by class teachers and specialist PE / or swimming instructors. Additional sessions are led by teaching staff. All children from years three to six swim weekly throughout the year.
- **MFL – Spanish** – following our scheme of work we teach Spanish in KS2 (years 3-6).
- **Music** – All pupils will learn to play an instrument from the Early Years who work with Wigmore Hall and from year 1 to 6 learn an instrument, from African drumming, violins and cellos through weekly tuition.

- **Philosophy 4 Children** - is taught in all year groups by our trained staff.
- **PHSE** – is taught through PATHs, and locally agreed schemes by experts.

Teaching staff are encouraged to broaden the experience of the topics for the children through **off-site visits, visitors into school and shared experiences of the wider school community**, e.g., involvement with parents and school links etc. Visits arise when they complement the learning and are linked to topics studied. Competitions linked to PE excellence and effort are timetabled for each half term and specialist training as part of lunch and afterschool provision ensures pupils are prepared for their challenges. Children's' achievements are celebrated regularly through the school newsletters, displays in classrooms and shared areas, structured play and interactive displays and in assemblies where children are encouraged to share their knowledge with the rest of the school.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for the Thematic Curriculum, supported by the **Curriculum Leader**. The Curriculum Leader is responsible for overseeing the delivery of the Thematic Curriculum through:

- Weekly formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.
- Speaking with the children about their learning.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. Personalised planning will ensure that children's that activities match their needs. It is hoped that this approach will

motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEN).

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Development Plan and in accordance with the Appraisal Policy.

Curriculum Review

Termly Monitoring takes place in line with the whole school monitoring timetable through *book scrutinies, planning scrutinies and/or lesson observations where applicable.*

Policy established: Autumn 2016

Policy to be reviewed: Autumn 2018

Paula Prichard – Duggan

Curriculum Leader

Creative teaching leads to creative learning.