

St Gabriel's C of E Primary School



Creative Curriculum Policy

Last review date:	Autumn 2020	Next review date:	Spring 2021
Committee approval	Curriculum and Standards/ Full Governing Body	Written by:	S. Bell S. Davidson
References:	The Key	Other Policies	Similar schools

Introduction

A Thematic Approach

Guidance issued by the DfE with the 2014 National Curriculum emphasised the opportunity for schools to develop their own approaches to the school curriculum.

The ethos of the curriculum at St Gabriel's is to inspire and promote creativity, independence in learning and an appreciation of human creativity and accomplishment. We aim to ensure that children leave St Gabriel's with the knowledge and breadth of study that allows for self-identity and a sound knowledge of the world around them whilst developing the skills to apply this knowledge to build upon the opportunities and experiences they will face as they mature.

Our Creative Curriculum encompasses Science and the foundation subjects: History, Geography, Art, Design Technology, PE, Computing and Music. It ensures in-depth coverage of the national curriculum taught through half termly topics such as *London Landmarks*, *Patterns in Nature* and those covering significant periods of history such as *The Vikings: Fire and Ice*.

Inclusion

Teachers will provide a curriculum that celebrates and reflects the diversity of our pupils. Across each key stage teachers will explore important people and events in history. The Creative Curriculum will provide opportunities, within the theme, that will focus on under-represented groups in society; for example BAME people and women in STEM.

Subjects

Core Subjects:

English

Literacy genres, selected texts, writing tasks and guided reading books are linked to Creative Curriculum topics to deepen learning and engagement.

Maths

Areas like data handling and measures are linked to topics to support learning and provide meaningful contexts.

Science

We follow the *Switched On Science* scheme of work. Most of the Science units taught are linked to the term's Creative Curriculum topic and many topics have a Science focus.

Foundation Subjects:

History, Geography, Design Technology, Art

History, Geography, Design Technology and Art, form the basis of our cross- curricular links.

Music

The Music programme of study is taught through the Charanga scheme of work delivered by class teachers.

PE

The PE programme of study is taught following a separate scheme of work (*Champion PE*) however areas like orienteering and dance are often linked to our Creative Curriculum topics.

Religious Education

The school follows the LDBS and Southwark syllabus for RE and cross curricular links are made where possible.

PHSE and Citizenship

While not statutory, PHSE and Citizenship are important aspects of our curriculum which are taught within a topic depending on the needs of the pupils in each key stage.

Computing

The Computing programme of study is taught following the Purple Mash scheme of work.

The School Timetable

Subject teaching is timetabled although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place.

The Teaching Sequence

The different aspects of a topic are taught in turn in 1 to 3 week units.

Weekly Planning

Weekly Creative Curriculum planning flip charts include learning objectives, key vocabulary, success criteria, the content and models that are to be shared with the children, questions, AFL activities, and the support allocated for individuals, target groups and pupils with SEN. As Creative Curriculum teaching often takes place within other lessons, e.g. Literacy, Guided Reading, Maths, etc., weekly planning flip charts for each topic are organised by subject.

Launching the topic

A new topic is introduced with a classroom display and a launch activity to engage the pupil's interest. This might include images, artwork, a trip or visitor, music or a video clip.

KWL

After a topic has been launched pupils complete a KWL chart which is stuck in their Creative Curriculum book to form a front cover for their work on the topic. The children return to this at the end of the topic to review their learning. (See Appendix 1)

Learning Objectives and Success Criteria

Teachers make learning objectives and success criteria clear during each lesson and refer back to them as necessary.

Marking

Creative Curriculum work is quality marked once per week. Teachers alternate quality marking at different stages and address spellings, year group words and topic vocabulary. Quality marking refers to the learning objective or success criteria. Learning objectives are highlighted green if achieved and orange if working towards (please see the marking policy).

Assessment

Teachers assess Creative Curriculum learning using assessment tasks, AFL strategies and classwork.

Use of ICT

Digital tools, media and resources are used by staff and pupils to support cross-curricular work.
These include:

- digital Information libraries, e.g. BBC Bitesize
- digital publishing and presentation tools, e.g. Microsoft Office, 2Simple software, Google Slides, Google Docs
- digital media tools, e.g. 2Animate, film editing and photo manipulation software, painting applications
- digital sound recorders
- digital cameras
- digital video cameras

Exercise Books

- books are labelled with child's name and subject
- junior children use black pens
- children use green pens to respond to marking
- teachers use red pens for marking
- all work is dated
- new topic work is preceded by a Topic and Vocabulary Page (KWL)
- learning objectives at the top of the page
- topic work completed in different subjects, e.g. literacy inspiration lessons, guided reading comprehensions, maths investigations, handwriting activities, biographies, letters, etc. can be done in creative curriculum books
- the learning process and finished work (or photos) is recorded in books
- evidence of learning for every session, this could be writing, photos, diagrams, investigations etc.
- the standard in Creative Curriculum books is equivalent to that of RE and Literacy
- books are absent marked

Class Newsletter

Teachers introduce the topics to parents in the class newsletter sent home every half term. (See Appendix 2)

Appendix 1- KWL



Thinking Big!

What I know:

What I want to find out:

What I've Learnt :

industry
workhouse
rural
urban
change
factory
industrial
revolution
railway
steam
technology
Titanic

Appendix 2 – Class Newsletter

Homework:

As usual, homework will be **given out on Friday** and the hand in date will be the following Wednesday.

Spellings will be tested on Wednesday.

You can help your child to learn their spellings and the tables or multiplication they are focusing on by practising and testing them in the evenings and at weekends. Please make sure your child completes their homework. If your child has difficulties with the work, they must come and speak to me **before** the hand in day and I will talk it through with them.

Appointments with the teacher:

If you have any questions, I am available at the end of the day to have a quick, informal chat. If you would like to speak to me confidentially, please make an appointment with me in the morning to see me after school. Alternatively, ring the school office to arrange a convenient time.

Family Assembly:

Family assembly is held on **Thursday** and is a chance for you to come along to celebrate the work of the children at St Gabriel's School. From time to time, Class 5 will show special work during this assembly.

Staff working with the class:

Miss Kukiewicz - Class Teacher

Mr E - Specialist Teacher

Mr Burke - Teaching Assistant

Class 5 Newsletter

January 2021



Dear Parents and Careers,

Welcome to Class 5. It has been a pleasure getting to know the children in the first few days of our new school year and I am looking forward to what should be a really exciting term, studying our London transport Creative Curriculum Topic!

Literacy:

In Literacy this term, we will be beginning the term studying classic poetry, comparing and contrasting different poems, recreating our own versions and studying the use of expanded noun phrases for effect. In SPAG we will be converting nouns or adjectives into verbs using suffixes and we will be using verb prefixes. Later in the term we will be studying significant authors (Rudyard Kipling and Charles Dickens), we will be learning about adverbs, adverbials and relative clauses.

Maths:

In maths we will be developing our understanding of place value, rounding numbers, reading, writing and comparing numbers up to 3 decimal places and developing our calculation skills using the 4 number operations.

Science:

Our science topic this term is 'Who am I' and we will be planning different types of enquiries to answer questions, including recognising and controlling variables where necessary.

How can I support my child?

Please do help your child to have excellent attendance and that they arrive at school on time and ready to learn. Please ensure that they complete their homework. Homework is used to consolidate learning from the classroom and so children will not be given something that they have not covered in class. Homework will be given out each Friday. If you have any questions about a piece of homework please don't hesitate to speak to myself about it before or after school.

RE: In religious education we will be learning about what it means to be a Jew. We will be looking at Abraham's relationship with God, how religious practice can influence everyday life and the importance of Passover.

Our topic this half term is London, focusing on London Transport.

History: We will be using trips and visits to find out about transports now and in the past.

Art: we will be developing our observational drawing skills by drawing and painting vehicles

DT: our focus in DT is cutting and joining, and so we will be working on these skills by creating our own vehicles.

Computing: Creating Collage

Music: what can I hear?

PE: We will be developing our throwing and catching skills in cricket this term and working on our fitness and stamina through circuit training.