



Creative Curriculum (Prep School) Policy

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Description: This policy outlines Lingfield College Prep's approach to teaching a creative curriculum.

OUR SCHOOL AIMS

- ❖ *To foster intellectual curiosity and a love of learning.*
- ❖ *To achieve high academic standards in a supportive but disciplined atmosphere.*
- ❖ *To equip pupils with the skills and knowledge to meet the challenges of our rapidly changing world.*
- ❖ *To instill an enthusiasm in interests and opportunities beyond the classroom.*
- ❖ *To support pupils' development of a sense of justice and an awareness of their rights and responsibilities as global citizens.*

1.0 AIMS AND OBJECTIVES

1.1 At Lingfield College Prep we believe that all children are entitled to a broad and balanced curriculum that is interesting, engaging and provides a range of learning opportunities that help develop a life-long love of learning.

1.2 We aim to make our curriculum as creative as possible by:

- increasing motivation, enthusiasm and engagement in meaningful learning by putting it into a context through carefully chosen themes and topics.
- supporting and encouraging the raising of standards in both teaching and learning.
- helping children become more independent and keen to take greater ownership of their learning by developing their confidence and motivation to learn through the use of a range of teaching and learning styles.
- forming strong cross curricular links to ensure a broad understanding.
- creating an exciting and stimulating learning environment.
- providing opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.
- providing enrichment opportunities where learning and teaching can take place beyond the classroom.
- allowing opportunities for a flexible timetabling approach to encourage depth of study.



2.0 THE CREATIVE CURRICULUM

- 2.1 The Creative Curriculum has been organised into integrated topics across all year groups and links have been made to other curricular areas within each topic and curricular focus.
- 2.2 The use of Computing is encouraged in all topic areas although it is also taught as a subject in its own right to allow children to begin to develop skills such as coding and App development.
- 2.3 Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach which incorporates key skills. Links are encouraged across all subjects when appropriate and where there is a positive impact on the delivery of key skills. Staff may also deliver projects such as 'Enterprise' and 'Curiosity Curriculum' at times throughout the year to enrich the creative elements of pupils learning and make links to our Educational Vision.
- 2.4 Mathematics and MFL are mainly taught as discrete learning areas. English is taught as a discrete subject but is used in all topic based work and provides a strong creative link. PSHE & Citizenship Education, RE, Music, Drama and Science are incorporated into the Creative Curriculum where it is appropriate to do so, otherwise they are taught discretely.

3.0 TEACHING AND LEARNING STYLES

- 3.1 At Lingfield College Prep we aim to use a variety of teaching styles, which encompass whole class teaching, independent learning, working in pairs or in groups. Plenaries are used to extend or review learning. Opportunities are given for the children to self-assess their own work or that of others. The 'self-assessment face' system is used to indicate understanding or a need for extra support or explanation. We provide suitable learning opportunities for all children, including those with an EHC Plan, by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:
 - setting common, open ended tasks to elicit a variety and depth of response;
 - grouping children by ability in the room and setting tasks of increasing difficulty, scaffolding where appropriate;
 - in a mixed ability setting, where appropriate, grouping children so that more able learners can support the understanding of less able learners.
 - providing practical opportunities for kinaesthetic learners;
 - using visual stimuli and artefacts to promote interest;
 - using Teaching Assistants to support the work of individual children or groups of children;
 - using trips and visitors to give opportunities to gain further understanding and exciting experiences in a practical setting.
 - group work to allow collaboration and develop thinking skills.
- 3.2 Children's achievements are celebrated regularly through weekly school newsletters, displays in classrooms and shared areas around the school and during school assemblies.
- 3.3 The children also participate in Whole School themes such as 'Take One Picture', 'Book Week' and shared activities with 'buddy' classes.



4.0 CREATIVE CURRICULUM PLANNING

4.1 The aims and objectives of the National Curriculum 2014 are used as a broad guide within planning, although teachers are encouraged to be as creative as possible to develop their topics and themes. Key skills are incorporated into topics and these are continually monitored to ensure the curriculum is broad and balanced and that elements from all subjects are included.

4.2 There are three parts to our planning:

- Long term plans show which topics are being taught across each term by each year group, clearly identifying how work in the various subjects interrelates. These plans give an indication of which when teachers are expecting to teach specific lessons from their medium term plans.
- Medium term planning provides detailed subject specific overviews of how each subject will be taught within each topic on a lesson by lesson basis. These plans will include clear and specific “I can” learning objectives for each lesson, detailing specific tasks and the expected Learning outcomes.
- Weekly plans are brief documents which demonstrate where the teacher has reached in their medium term plans, give clear guidance for Teaching Assistants (as appropriate), and show how the teacher intends to take into account the specific needs of individual children with Individual Education Plans for SEND or G & T provision or who hold EHC Plans.
- In addition, an individual lesson plan format is available for staff to use if their lesson is being observed for their PDR or by an inspector. Teachers are not expected to use individual lesson plans for all lessons.

5.0 RESOURCES

Resources are located in classrooms and resource cupboards available to all staff. Subject Co-ordinators review resource needs annually and order and replace as necessary.

6.0 ASSESSMENT AND RECORDING

See ‘Assessment’ and ‘Marking’ Policies for full details of assessment procedures and marking.

7.0 MONITORING AND REVIEW

The SMT, Subject Coordinators and Teachers are responsible for monitoring and reviewing. This process is achieved through:

- regular observations of lessons
- regular scrutiny of pupil Books
- regular curriculum monitoring of year group planning by Subject Co-ordinators to ensure that there are no significant skill gaps within the curriculum as a result of the Creative Curriculum approach.



8.0 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. Support is available to give all pupils access to the curriculum. This support may be provided by both teachers and teaching assistants, in groups or individually, as judged appropriate. Some pupils with specific learning needs will also be offered additional learning support lessons with a learning support teacher.

9.0 FUNDAMENTAL BRITISH VALUES

The curriculum will also provide an understanding of the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of all those with different faiths and beliefs; ensuring that these values are not undermined through rigorous monitoring by subject co-ordinators, the Director of Studies and the Prep School Head. (See Fundamental British Values Policy).

10.0 HEALTH & SAFETY

Risk assessments are carried out for every visit, both internal and external, according to School policy. Equipment, where used, is carefully checked. Food items purchased to enhance topics are monitored where pupil allergies are known to exist by teachers checking the pupil records held in the office and seeking advice from Health and Safety staff and parents where necessary.

Last reviewed March 2021

Next review due March 2022