

All Saints Upton C.E. Primary School for Creative Learning

Introduction

- This document is a statement of the aims and principals for the teaching and learning of Foundation subjects at All Saints Upton C.E. Primary School.
- It was developed during the summer of 2013 through a process of consultation with teaching staff.
- It was presented to the Governing Body in Autumn 2015.
- This policy will be reviewed in the Autumn of 2016. A schedule for the review of this and all other policy documents is set out in the school's Development Plan.

What is Creative Learning?

- Creative learning is an approach which draws knowledge and understanding of the full range of Foundation subjects into a coherent integrated theme, thereby allowing pupils to forge effective links between the subject areas to develop greater creativity and imagination.

Aims:

Our aims in teaching an integrated curriculum are that all children will:

- retain and develop their natural sense of curiosity about the world around them;
- develop a set of attitudes which will promote open-mindedness, perseverance, creativity, imagination, broad perspective and a recognition of the importance of teamwork;
- become effective communicators in a range of ways, encompassing ICT;
- begin to build up a body of knowledge and understanding of the world which will serve as a foundation for future enquiry.

Principles of the Teaching and Learning of the Foundation Subjects

- Foundation subjects are important because:
 - they constitute a body of knowledge essential to our understanding of the world around us;
 - the skills and knowledge developed have an application to everyday life;
 - awareness of foundation subjects is a prerequisite for developing responsible, well-rounded members of society.
- Geography, History, Art, D & T, Music and PE are foundation subjects in the National Curriculum. The fundamental skills, knowledge and concepts of the subjects are set out in 'Key Stages 1 and 2' of the National Curriculum 2015, where they are presented under their own specific headings and their own breadth of study.

Strategies for the Teaching of a Creative Curriculum

The Creative Curriculum is organised on a topic basis wherein:

- Themes are taught based on children's interests, needs of the children and special occasions or events that are being held in the community or in the UK.
- Foundation subjects are integrated into one theme studied per half term by each class.
- Time spent on each theme will vary depending on whether Science, RE and PE are included or taught as discrete subjects.
- The predominant mode of working is co-operative group work although individual work and class teaching are used where appropriate.

Within this structure:

- Groups are usually of mixed ability with differentiation by role.
- Relevant discussion is encouraged.
- Groups are encouraged to communicate their findings in a variety of ways.
- There is no specialist teaching in Foundation Subjects; it is taught by class teachers although support from specialists is sought when appropriate.

- Classroom helpers are used in theme work, where possible, at KS1 and to assist during outings and visits in both Key Stages.
- Commercially available Schemes of Work are not used as teachers prefer to plan their own programmes to integrate with theme activities.
- Pupils with Special Needs receive extra support in the classroom. Such pupils include:
 - Pupils with language/communication difficulties who are given support with reading and writing during lessons.
- Homework is used to support the theme through tasks such as:
 - finding answers to questions posed in school through the use of books (libraries) and interviews with friends and family;
 - bringing artefacts from the home environment into school for display and discussion;
 - completing a topic based homework project that consolidates learning in school.

The emphasis in our teaching of Foundation Subjects is on integrated learning, linking the skills and knowledge with many other areas of the curriculum. Our focus is on theme work, which develops a range of study skills allowing children increasingly to take control of their own learning.

Thus:

- much study is through practical activity and investigative work;
- information-handling skills, including the use of a range of source materials, are explicitly taught;
- careful observation is fostered;
- a range of resources are made readily available and accessible;
- pupils are encouraged to communicate their findings to others using a variety of methods including written or verbal reports and use of graphs or pictures

Creativity is celebrated in display and presentation including:

- suitably mounted displays in the classroom and around the school;
- communication of knowledge during class gatherings and assemblies;
- drama and productions.

Strategies for Ensuring Progress and Continuity

- Planning for *Creative Learning* is a process in which all teachers are involved, wherein:
 - the foundation for curricular planning is the school development plan, developed through a process of collaboration between staff and approved by governors;
 - a cycle of theme plans is drawn up by staff working groups and is carefully balanced to ensure full coverage of the National Curriculum 2015;
 - schemes of work are developed by the Key Stage Teams and integrated with the topic cycle;
 - a termly staff meeting is used to discuss the creative curriculum and ensure consistency of approach and of standards;
 - work plans are drawn up by individual teachers for each $\frac{1}{2}$ term. These are monitored by the Head Teacher, the Deputy Head and the SLT.

The role of the individual subject Co-ordinators is to:

- take the lead in subject policy development to ensure progression and continuity in foundation subjects throughout the school;
- support colleagues in their development of detailed work plans and implementation of units of work and in assessment and record keeping activities;
- monitor progress in foundation subjects and advise the Headteacher on action needed;
- take responsibility for the purchase and organisation of central resources;
- keep up-to-date with developments in *Creative Learning* and disseminate information to colleagues as appropriate.

Feedback to pupils about their own progress is achieved through the marking of work.

Effective marking:

- aims to help children learn, not to find fault and comments are positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time - this will vary according to age and ability;

Formative Assessment is used to guide the progress of individual pupils in foundation subjects. It involves identifying each child's progress in each aspect of the subjects determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching.

Suitable tasks for assessment include:

- small group discussions perhaps in the context of a practical task;
- specific assignments for individual pupils;
- individual discussions in which children are encouraged to appraise their own work and progress.

Strategies for Record and Reporting

Records of progress in Foundation Subjects for each child contain appropriate assessment criteria for the learning objectives built into each Unit of Work within the Theme.

- Following on from each subject or specific Unit of Work, an assessment sheet is completed by the class teacher.
- All records are to be available to:
 - the SLT team;
 - the assessment co-ordinator;
 - the designated Creative Curriculum teacher.

The Subject Co-ordinators identify pupils who are consistently failing to meet achievement criteria and work with the class teachers to identify the cause.

Subsequent class teachers are informed of pupils with particular difficulties.

Reporting to parents is done twice yearly through interviews and annually through a written report for each subject area.

Reporting in Foundation Subjects will focus on each child's:

- knowledge and understanding within the individual subjects.

Strategies for the use of Resources

Resources in Foundation Subjects are the responsibility of the Subject Co-ordinators.

Information Technology is a resource which is used in Foundation subjects for:

- communicating information (word processing and graphics/drawing packages);
- handling information (databases and data capture equipment);
- the development and practice of basic skills through the use of subject specific software, e.g. on grid references and map reading.

The library houses a stock of books on Foundation subjects and is used regularly for reference.

Health and Safety Issues in Foundation Subjects include:

- use of equipment in accordance with health and safety requirements;
- teaching pupils to understand the need for safe practice in outdoor activities and how to achieve this.

Appendices may include:

- Lists of centrally held resources for Foundation Subjects
- Schemes of Work for Themes
- Book lists
- Planning sheets
- Guidance notes for teachers on various aspects of Foundation subject teaching

- Lists of available reference books for teachers on the teaching of Foundation subjects

Equalities Act

This policy has been considered under the Equalities Act 2010, giving due regard to the three principles;

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic, and persons who do not share it.

We are committed to:

Eliminating discrimination and harassment

Promoting equality of opportunity

Promoting good relations and positive attitudes towards all people

Encouraging participation in public life.

Our commitment covers equality on grounds of: age, disability, gender (including Trans-gender), race, religion/belief and sexual orientation.

Signed

Date