

CURRICULUM POLICY And Planning of Work

“Inspiring lives for a brighter future”

Mission Statement

The curriculum is all planned activities that we organise in order to promote learning, personal growth and development. It includes the formal requirements that we organise in order to enrich the experience of the students and the key skills that underpin learning. In Creative, we aim to teach students how to grow into positive, responsible people, who can work and cooperate with others while developing skills and knowledge, so that they can achieve their true potential.

We realise that learning can only take place if the teaching is provided in such a way that the children are able to access it, the child is in a state conducive to learning and has the correct equipment with which to work.

Curriculum Purpose

Our curriculum is based on the four core purposes ensuring that we have students who are:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

We aim

- To ensure students are ready to learn.
- To enable all students to learn and develop their skills to the best of their ability.
- To promote a positive attitude towards learning, so that students enjoy coming to Creative, and acquire a solid basis for lifelong learning.
- To encourage all students to live a healthy lifestyle.
- To teach students the skills needed to develop fluency in literacy, numeracy and ICT.
- For students to be aware of their next steps for learning.
- To enable students to be creative and to develop their own thinking and problem solving capabilities.
- To undertake research and to be able to critically evaluate what they have found out.
- To encourage the students to participate in a more active lifestyle.
- To teach students about the developing world, including how their environment and society have changed over time.
- To be able to apply knowledge and skills to think creatively.
- To help students understand Wales' cultural heritage.
- To enable students to be positive citizens in society.
- To fulfil all the requirements of the National Curriculum in Wales 2020 and the Locally Agreed Syllabus for Religious Education.
- To teach students to have an awareness of their own spiritual development and to understand right from wrong.
- To respect the world in which they live.
- To help students understand the importance of their actions, so that they grow up committed to equal opportunities for all.
- To enable students to have respect for themselves and others, so that they are able to live and work cooperatively in a society and have positive relationships based on mutual respect and trust.
- To become a resilient learner.

Values

Our curriculum is underpinned by

“Inspiring lives for a brighter future”

The curriculum is the means by which Creative achieves its objective of educating students that otherwise would not be in education – giving them another chance. We aim to allow students to have a final chance at allowing them to gain the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of Creative, upon which we have based our curriculum:

- We value the ways in which all students are unique and our curriculum promotes respect for the views of each individual person, as well as for people of all cultures. We value the spiritual and moral development of each student, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each student in Creative for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, providing equal opportunities for all the students in our care.
- We value our environment and through our curriculum teach respect for our world and how we should care for it for future generations.

Curriculum Planning

The Donaldson curriculum is organised into six areas of learning.

- Expressive arts
- Health and wellbeing
- Humanities
- Language, literacy and communication
- Mathematics and numeracy
- Science and technology

There are also three cross curriculum responsibilities.

- Literacy
- Numeracy
- Digital competence

and the four wider skills including.

- Critical thinking and problem solving
- Planning and organisation
- Creativity and innovation
- Personal effectiveness

However, in Creative, we do not have any pupils in full time education. The majority of pupils are with us for 5 hours a week. Therefore, these pupils mainly focus on two sessions of English and two sessions of maths skills per week and one session of Agored Cymru, to cover basic science, PSE, expressive arts and humanities. However, as we treat each student as an individual, the above can change and a pupil could spend more time covering Agored Cymru work and less time with English and maths.

Our planning is mainly child centred. Students choose units of work from Agored Cymru. The teachers plan the work to ensure that all the Donaldson core purposes are covered and then ensures coverage of the areas of learning as far as possible in the time allocated to each pupil.

Plans are handed in to the curriculum director to ensure continuity, balance and coverage.

Other than in the discrete English and maths lessons, we have split the curriculum into two sections:

- Investigation
- Exploration

Investigation

Based upon Agored Cymru units of work, we attempt to use thinking skills throughout the theme, using the process of plan, think, do. The students are taught new skills, plan an investigation, carry out the investigation and then present their findings.

Exploration

During the initial sessions the teacher introduces the skills, whilst in the remaining sessions the pupils are given the opportunity to explore their creative ideas and develop a presentation or work based on the theme.

We carry out our planning in three phases.

The long term plan identifies the chosen Agored Cymru units with links to the four core purposes.

The medium term plan identifies the links to the six key areas.

The short term plan includes the skills as set out in the Agored Cymru units of work

Children with Special Educational Needs

The curriculum in Creative is designed to provide access and opportunity for all students. As stated above, if we think it necessary to adapt the curriculum to meet the needs of the individual student, then we do so. If a student has an additional need, Creative ensures that it does all it can to meet the individual needs.

The school has a designated Special Educational Needs Coordinator (SENCo). This person is also trained to assess access arrangements. Creative will provide the necessary or additional resources for the child if needed. For more information please refer to the Special Educational Needs Policy.

Good Health is important to an effective brain

Creative believes that there are a number of factors that ensures good health

- good sleep patterns
- diet and exercise
- regular intake of water
- fresh air
- good quality food
- time for reflection

Creative provides many opportunities to discuss good health and the effects of poor health.

Creative provides each child with fresh water in class.

Students who are with us more than 5 hours per week are encouraged to take part in Outdoor Adventurous activities or gym sessions. sporting activities.

Learning is about making connections

Learning in Creative encourages the student to be fully involved in the process – experiential learning. The learning begins from what the student already knows and moves forward.

We encourage independent research to encourage the students to become independent learners, who are able to select and combine information for themselves. We aim to develop the students investigational skills across the curriculum so that they will be empowered to learn for themselves both now and in years to come.

Relaxed alertness not stressed

The staff believe that students who have multiple stresses in their lives are not able to participate fully in learning. We care for the whole student and have systems in place to ensure that the student is as relaxed as possible. Nurturing and self-esteem activities are a large part of everyday learning in Creative and have all been designed to help pupils function to the best of their abilities.

Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that all students, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible.

Curriculum Cymreig

We actively encourage students to engage with Welsh Culture wherever possible. Where appropriate, students will be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Numeracy and Literacy Framework

Opportunities will be provided for students to develop both Literacy and Numeracy skills throughout the curriculum. It is our aim in all subjects to facilitate the learning of transferable skills by making students as independent as possible.

For further information please see our Implementation of the Literacy and Numeracy Framework and Skills Across the Curriculum Policies.

Students are also given individual targets in English and mathematics to help them see how they can improve their work. These are revisited during maths and English lessons to ensure that students are fully aware of their next steps for learning.

Multiple intelligences

In Creative, we treat every student as an individual. Every piece of work is delivered at their level. We decide on whether we follow a GCSE syllabus in English, maths and science, or whether we use Agored Cymru entry level work.

In humanities and expressive arts, we chose which level to use with each individual student, ranging from entry level work to level 1 work, always aiming to achieve enough points for a certificate or GCSE.

Learning styles

All styles of learning are used to ensure that all learning types are catered for.

- Auditory
- Visual
- Kinaesthetic

Even though staff are aware that the majority of students are able to use all three, each lesson includes some aspects of each of the learning styles to cater for those students who have a strong preference to one of the styles.

Becoming Reflective Practitioners

At the beginning of each half term, pupils are given time to analyse what they already know about the Agored Cymru unit of work and at the end of the unit, they are given time to reflect on their own learning that has taken place.

As teachers, we see the need to have time to reflect on the information we have received. We are also aware of the need to give students time to think and reflect on their learning. Therefore, we attempt to allow time for students to think through answers to questions, before we give the answer. Time to reflect at the end of a session and unit of work is also very important and so this is also an aspect that is incorporated into the planning structure.

Progression and Assessment

We endeavour to make learning in Creative, a continuum of learning. This is monitored through regular assessments, evaluation of data and monitoring.

The Role of the Curriculum Director

The role of the curriculum director is to:

- Provide strategic lead and direction for the areas of learning.
- Support and offer advice to colleagues on issues related to the areas of learning.
- Monitor pupils' progress.
- Provide efficient resource management.

It is the role of each teacher to keep up to date with developments in their areas, at both local and national level.

Creative monitors learning by

- Monitor the way subject area are taught.
- Examining long term and medium term planning.
- Ensuring appropriate teaching methods are used.

Parents/carers

We are well aware that all students need the support of parents/carers and teachers to make good progress in school. We strive to build positive links with the parents/carers of each student by keeping them informed about the way in which the students are being taught and how well each student is progressing. We do this in annual reviews and also by posting home praise cards and celebration certificates gained for passing units of Agored Cymru.

Monitoring and Review

The Directors are responsible for monitoring the way the curriculum is implemented. The Directors are responsible for the day-to-day organisation of the curriculum.

This includes:

- Assisting staff to draft whole school policy documents.
- To give guidance on assessing and recording developments.
- Maintain awareness of policy documents.
- To liaise with staff in long term planning.
- To encourage open evaluation of effective teaching.
- Seek professional development in subject areas.
- Regularly monitor standards of teaching and learning.