

Shenington Church of England Primary School

Stocking Lane, Shenington, Oxon OX15 6NF

Telephone 01295 670273

Email: office.5200@shenington.oxon.sch.uk

Excellence Through Endeavour

"Let your Light Shine" – Matthew 5:16



POLICY DOCUMENT

Creative Curriculum Policy

In our school we aim to foster a life-long love of learning, through a highly practical, child negotiated and cross-curricular approach to learning. Our Creative Curriculum (Cornerstones) aims to deliver and equip our children with the skills required to be independent and responsible members of the community. They will become successful and well-balanced citizens of the future, as well as having opportunity to enjoy their childhood through memorable, fun and exciting learning opportunities.

Our curriculum aims to develop caring and responsible citizens who:

- are secure in their values and beliefs
- respect others
- recognise responsibilities within the global community
- have a sense of worth, purpose and personal identity
- are able to consider concepts of justice
- make informed choices
- can handle conflict
- have enquiring minds
- can communicate well
- are able to learn independently and with others
- have essential learning skills in literacy, numeracy, science and ICT
- are creative and resourceful
- work co-operatively
- develop problem solving skills
- use and apply and transfer skills to differing situations
- are confident individuals who are able to live safe, healthy and fulfilling lives
- can relate to others and form good relationships
- know how to sustain and improve the environment and take into account the needs of present and future generations when making choices

We aim to deliver this through:

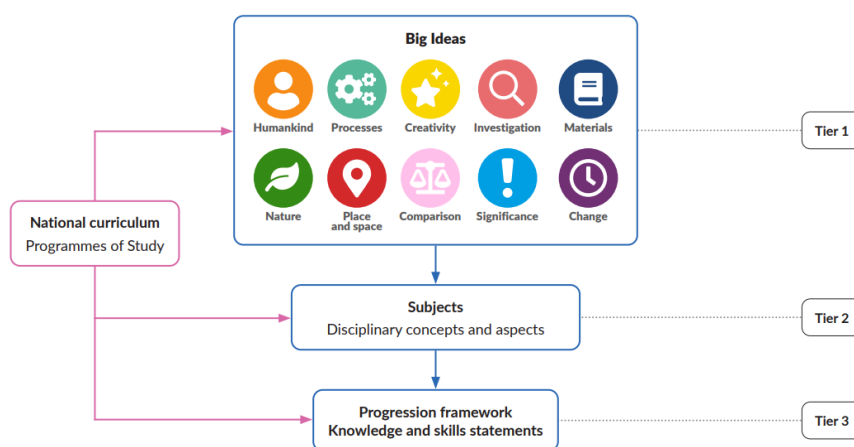
- Developing a sense of community and belonging, contributing to our community through direct interaction – making links with local organisations, people and parents;
- Equipping children with skills for life, through practical activities and contextual learning;
- Providing opportunities for children to broaden their outlook on life making links between the local community and the wider world;

- Holding a flexible timetabling approach to make space for true depth of study through the four Cornerstones of Engage, Develop, Innovate and Express;
- Enabling children to find their pedagogy passions and talents through a child negotiated approach to learning;
- Establishing cross-curricular links to foster a broader understanding;
- Involving parents in open afternoons and theme days
- Bringing learning to life through visits, visitors and theme days.
- Ensuring progression by building on what children already know through the use of AFL techniques

Approaches to Learning and Teaching

*Referenced Cornerstones Curriculum Overview 2024

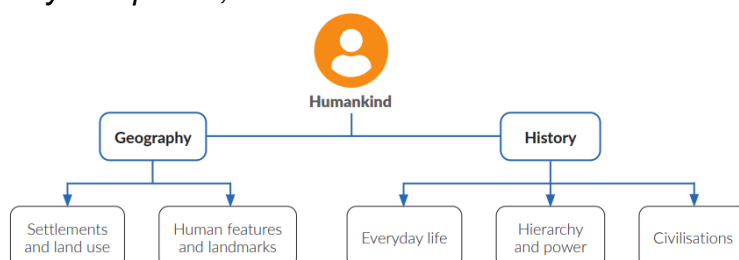
**‘The Cornerstones Curriculum has three structural tiers. Each tier builds on the previous to create interconnected layers. These interconnected layers provide a robust framework that ensures connectivity across the curriculum with direct links back to the national curriculum programmes of study. The tiers of the curriculum structure are set out in the diagram below, and explained in the following paragraphs’*



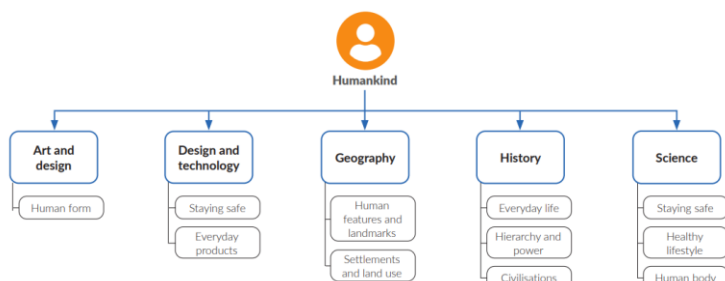
**‘Tier 1: Big Ideas (global aims) The curriculum is led by 10 central Big Ideas. These Big Ideas are the overarching aims of the curriculum. They were conceived by careful analysis of the national curriculum subjects, drawing out common themes, which then, through a period of refinement, became our Big Ideas. These Big Ideas and their intentions are set out below.’*

 Humankind Understanding what it means to be human and the cause and effect of human behaviour.	 Processes Understanding the many dynamic and physical processes that shape the world around us.	 Creativity Understanding how everyday and exceptional creativity can inspire and change perceptions.	 Investigation Understanding the importance of asking questions, formulating hypotheses, gathering information and analysing evidence.	 Materials Understanding the unique and physical properties of all matter and how we interact with them.
 Nature Understanding the complexities and features of the natural world, including the plant and animal species that inhabit it.	 Place and space Understanding the visual, cultural, social and environmental aspects of different places around the world.	 Comparison Understanding how and why things are the same or different.	 Significance Understanding why significant people, places, events and inventions matter.	 Change Understanding why and how things have changed over time.

**‘Tier 2: Subjects (disciplinary concepts and aspects) In the Cornerstones Curriculum, we use the terms ‘concepts’ and aspects. A concept is an abstract idea within a subject and an ‘aspect’ is a particular part or feature of a subject. In the curriculum structure, each Big Idea is directly connected to the curriculum subjects, which have the relevant concepts or aspects through which the Big Idea can be delivered. For example, in geography, the Big Idea of Humankind is connected to and delivered through the geographical aspects of Settlements and land use and Human features and landmarks. In history, the Big Idea of Humankind is connected to and delivered through the historical concepts or aspects of Everyday life, Hierarchy and power, and Civilisations.’*

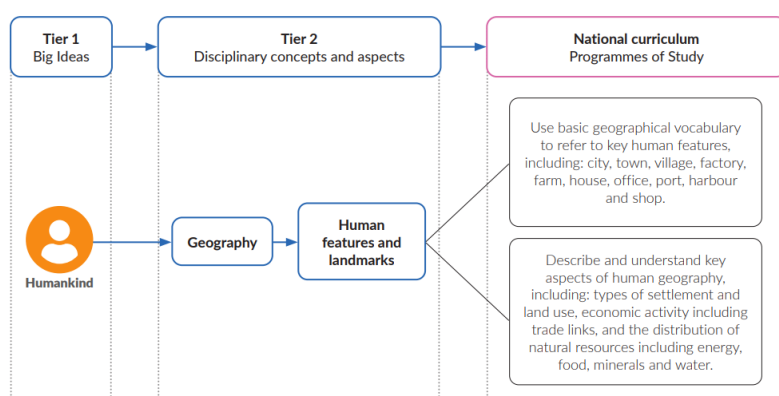


**‘The diagram below shows how the Big Idea of Humankind is linked to each subject via its concepts and aspects.’*



**‘To ensure coverage of the national curriculum, each subject concept or aspect is then matched to the relevant programmes of study. Across the Cornerstones Curriculum, there is full coverage of the programmes of study for art and design, design and technology, geography, history, computing, science and maths. The*

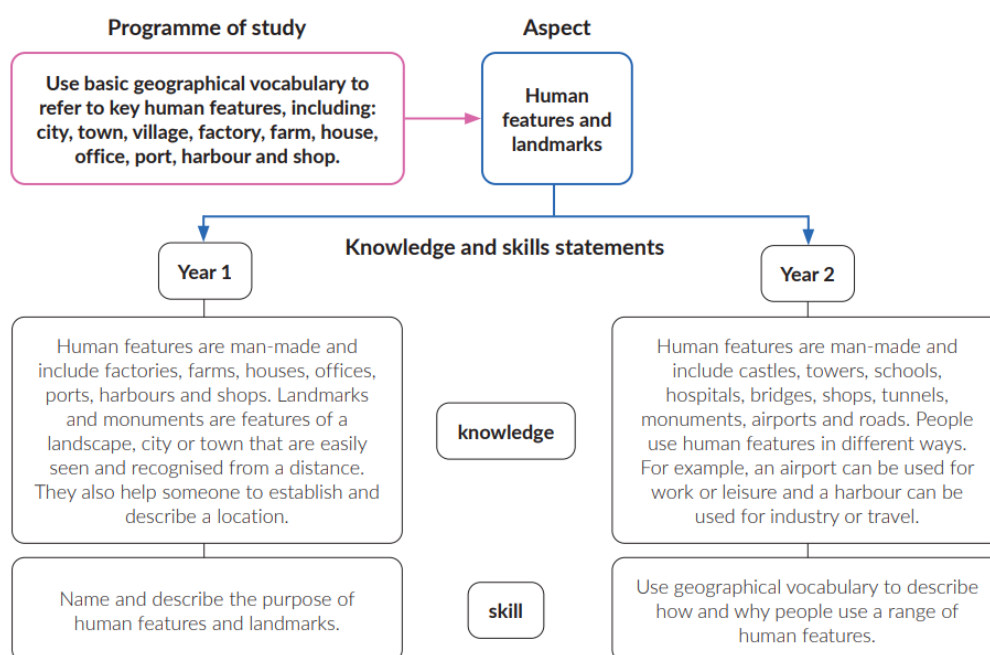
diagram below shows an example of how Tier 1 and 2 are linked back to the national curriculum programmes of study.’



*‘Tier 3: Progression framework (knowledge and skills statements) In Tier 3, programmes of study, concepts and aspects are broken down into smaller component parts or ‘chunks’ to form a cohesive progression framework. The progression framework runs from Foundation to Year 6 and includes knowledge and skills that children need to know and be able to do in order to make progress through the curriculum.’

Component part	Definition
knowledge	Specific facts or truth components that include substantive and declarative statements.
skills	Application and use of composite knowledge. Skill statements will often contain implicit, procedural and disciplinary knowledge.

*‘The diagram below shows how a programme of study is broken down further into knowledge and skills statements for the aspect of Human features and landmarks in geography.’



****‘Organisation of curriculum content in the Cornerstones Curriculum***

The structure of the Cornerstones Curriculum provides a robust framework on which to build deliverable content. The content is delivered through a range of broad and balanced, knowledge-rich projects. The knowledge and skills statements provide the foundation for, and are directly linked to, the sequential lesson plans and resources within each project. Each project follows the Cornerstones pedagogy of Engage, Develop, Innovate and Express.’

***Referenced Cornerstones Curriculum Overview 2024**

Planning and Coverage

National Curriculum objectives are incorporated into our planning.

An overview of the topics covered within Years 1-Year 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school.

Long Term Planning - Within the curriculum we have 48 cross curricular themes available with full coverage of the national Curriculum, rolling over a two year program In Key Stage 1 and over a two year program for Key stage 2. These will be reviewed year on year according to children’s needs and interests.

Each project enables full coverage of National Curriculum Programmes of Study with some areas being taught discreetly.

Review and Analysis

The Creative Curriculum co-ordinator is responsible for monitoring and reviewing the topics along with the Standard and Achievements Committee. The co-ordinator will

amend the Creative Curriculum responding to data from lesson observations, book scrutiny, portfolio analyses, reports and discussions with subject co-ordinators.

Inclusion

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. (See equality policy)

Assessment

All lessons will be fully evaluated and copies kept in each class file.

Policy approved by:	The Full Governing Body
Policy adopted:	May2024
Policy review date:	May 2027