



# Morpeth First School

Goosehill, Morpeth, Northumberland NE61 1TL

Tel/Fax (01670) 512893

E-Mail Admin@morpethfirst.northumberland.sch.uk

Miss E Reay M.Ed B.Ed, Headteacher

www.morpethgoosehill.firstschool.org.uk/



## Curriculum Policy

### Aims

To outline the values and principles that underline our curriculum.

To show how the curriculum is planned, delivered and monitored.

To show how our curriculum meets the requirements of the National Curriculum.

To show how our curriculum is inclusive meeting the needs of all children.

### Our Creative Curriculum Value Statement

At Morpeth First School we believe that our creative curriculum should provide our children with an exciting and stimulating learning frame. The curriculum should be relevant to their life experiences, should inspire and engage them in their learning, and enable them to work in a flexible and collaborative way using their imagination and building on their skills.

### The Thematic Curriculum

Our curriculum is based upon learning through cross curricular themes. The themes are chosen to be relevant, stimulating and skills-based. Ideas for learning within the theme are always developed by the children through the use of mental maps. Ideas which have been suggested through the use of mental maps are led by the children's interests and planning evolves in line with the development of the learning that takes place.

### Key Skills

Learning within the themes is based upon the acquisition of key skills. A framework of key skills is used for medium term planning to show progression. The assessment of the key skills is made through observation as the children work on practical task based activities. Skills based individual targets are set for each pupil. These targets are set and reviewed regularly.



## The National Curriculum, The Basic Curriculum, Science and RE

The Key skills which are used for Medium term planning are taken from the National Curriculum and show levels of progression according to the National Curriculum programmes of Study. To ensure that we achieve coverage of the Basic Curriculum and Science curriculum, the science units of study for each year group are taught within themes where possible or discretely if they do not fit into the themes.

RE is taught as a discrete subject as recommended and according to the agreed local SACRE scheme. However links are made with the theme if appropriate.

## A Rich Learning Environment

Learning through themes is supported by a range of resources including access to our outdoor learning area and the wider community through visitors to school and educational visits. Our participation in the CP Programme and International DFID has shown the benefits of work with key practitioners including artists and gardeners. Our Partnership with the Comenius programme and with our Music Service have enabled us to embed the global dimension within the curriculum.

## Creative Learning

Our definition of creative learning looks at the attitude that children bring to their learning. We believe that creative learners:

- Develop personal and problem solving skills.
- Apply skills that they have learnt to different situations (Metacognition).
- See learning as incremental.
- Use their imagination
- Persist at a task in pursuit of a chosen goal.

We believe that if children are fully engaged in their learning and are able to develop the skills to learn independently the quality and standard of their work will improve.

Progression in creative learning will be shown by an observation of greater depth and complexity, autonomy and quality.

## Equal Opportunities

We believe that the thematic and cross-curricular approach enable all children including those with disabilities and SEN to participate fully in the curriculum. Children are able to participate and progress at



their own level. The use of flexible planning and the setting of individual targets support assessing pupils progress.

## Planning and Assessment

When topics are introduced planning will start with the use of mental maps to select the sub themes to be followed. Teachers will then outline the key skills to be covered within the sub theme on a medium term planning grid. Within the sub theme planning should be flexible and evolving to follow the line of interest of the children. The coverage of key skills are tracked and sent to the Subject Manager. Individual progress will be shown through the use of Assessment for Learning. Discussion with the children will enable them to reflect on their learning to plan and set their own targets which will be reviewed regularly. The evidence of progression in learning can take many forms including:

- Observation notes
- Photos
- Examples of work
- Annotated work
- Children reflecting on what they have done
- Matching keys skills to work
- Plans, diagrams etc

## Monitoring and Evaluation

The curriculum coordinator is responsible for monitoring the development of the thematic curriculum and identifying and providing support and training as required. Through observation of teaching and collection of evidence from the work produced, the coordinator will be able to evaluate the curriculum and report to the Senior Leadership Team and the Governors through the curriculum committee.

## Keeping Parents Informed

We aim to involve parents fully in their child's learning. We share information about the curriculum through use of termly parent planners, information evenings reports and parents assemblies. The work produced by the children is shared and celebrated through displays, newsletters on the web and at community events. Homework set should reflect the thematic approach and enable parents to support their child's learning at home.



## Disability Equality Impact Assessment

This policy has been reviewed with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled pupils, staff and parents and any information the school holds on disabled pupils, staff and parents.

Signed

Date

