



NORTH WEST LONDON JEWISH DAY SCHOOL

CREATIVE CURRICULUM POLICY

Written October 2019

CREATIVE CURRICULUM POLICY STATEMENT

OCTOBER 2019

INTENT	IMPLEMENTATION	IMPACT
<p>At North West the curriculum is designed to:</p> <ul style="list-style-type: none"> • Promote an open-minded, tolerant, respectful environment with a clear understanding of British values, linking with other faith schools and the world around us. • Recognise every child as a unique individual. • Provide first hand learning experiences. • Allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers with enquiring minds. • Build resilience and problem solve. • Deliver a rich and varied curriculum, one which is not simply focused on teaching to the tests or achieving good exam results. • Continually strive for excellence. • It is our intention that the children will have solid foundations in academic (Secular and Kodesh), practical and life skills to become confident learners and leaders in the outside world. Implementation • All teachers will present all aspects of our broad and balanced curriculum and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes. 	<ul style="list-style-type: none"> • Teachers will follow the ‘cross curricular’ topics and Learning Objectives for the year group to ensure continuity and progression in children’s learning. • Teachers will differentiate the curriculum to provide challenging tasks matched to children’s learning needs and interests. • Teachers will ensure that children have opportunities to develop life skills (including reading, writing, communication and team building) through each creative topic and in a range of activities. • Teachers will broaden children’s experience through planning off-site visits, invite visitors into school and shared experiences within the wider school community. (eg during Black History Week, Remembrance Day and Interfaith Days) • Teachers will provide opportunities for children to research and learn about contemporary issues/events. • Teachers will involve the class by sharing the learning in a ‘showcase’ towards the end of each topic (sometimes within the class and sometimes in an assembly before the school). • Children will be engaged in their learning and pose probing questions. • Subject and senior leaders will ensure continuity and progression is evident across subjects and year groups. • Children will develop and use their reading and writing skills in a variety of contexts. • Teachers will plan and implement 6 half termly blocks of lessons as laid out in our Creative Curriculum Map. (Sometimes the topics may go on longer subject in line with the Three I’s and a focus on the process without an over – concentration on outcome.) The intention is to deliver the national curriculum using rich resources which support the teaching of core subjects and art, drama, history and geography. • Teachers will view assessment as the heart of the creative curriculum. The process of gathering, recording, interpreting, using and communicating information about a child’s progress and achievement during the development of knowledge, concepts, skills and attitudes will permeate the whole learning process. • The children will be assessed at the beginning, middle and end of each topic in creative ways, such that the children will not be under any pressure. This evidence will be recorded and stored in a central place and will be accessible by all staff. 	<ul style="list-style-type: none"> • Our children will develop detailed knowledge and skills across the whole curriculum. • It follows that there will be a greater emphasis on the behaviour and attitudes of pupils and a much less single-lens approach to data. • The impact will be evaluated in different ways: <ul style="list-style-type: none"> ○ By observation in the classroom. ○ Looking at planning. ○ Looking at children’s work and identifying how they have become independent learners. ○ Looking at records of progress / assessment. ○ Observing and taking photographs of showcases of learning. ○ Discussion with children and teachers.

All of the above will contribute to the continued evaluation of the impact of our creative curriculum.