



Wickersley Northfield Primary

Part of White Woods Primary Academy Trust

EPIC Creative Curriculum Policy 2016 – 2017



Update 10.1.17

Aims and Objectives

Our curriculum aims to develop caring and responsible citizens who:

- are secure in their values and beliefs
- respect others
- recognise responsibilities as a global community and have tolerance of those of different faiths and beliefs
- have a sense of worth, purpose and personal identity
- 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 through an understanding of democracy, the rule of law and individual liberty
- develop problem solving skills
- use, 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:

- Having six exciting topics each year which establish cross-curricular links so that more time and space is given to in-depth study and for applying literacy, mathematics, science and computing skills throughout these topics.
- Equipping children with skills for life, through practical work and by developing communication, application of number and information technology.
- Making learning more meaningful, by putting it into context through working with others to improve own learning and performance and through problem solving.
- Developing whole school 'theme weeks' e.g. book, science and cultural week, to enhance the curriculum and develop a sense of unity across all year groups.

The 'EPIC' approach to inspire and equip learners for the 21st Century

The development of the curriculum is paramount at Wickersley Northfield Primary School. Each year children will be immersed in at least six learning projects; EYFS plan for a range of mini learning projects which are a balance between specific topics and children's interests. Each learning project is split into sections, which starts by a planned **enquiring question** and sees children progress through four stages of learning.

The **four stages** of learning are **Engagement, Progression, Innovation and Communication (EPIC)**:

1. **Engagement**: During this opening phase the children are **immersed** in an experience connected to the new theme; an opportunity to develop an '**awe and wonder**' moment. We hope to '**hook**' and **engage** them to build excitement around their learning. This phase would also incorporate the development of and **modelling of questioning**: to find out what they know already, what they want to find out and how they are going to do that. Leading then to develop a set of their own **enquiry questions**.
2. **Progression**: If the children are going to learn about something new they may need **new skills**, or might have to practise some old ones. This is where the teacher plans and **models** new learning across the curriculum subjects identified for the project and helps the children **progress** through the skills at an appropriate **pace**, incorporating **discovery** and **curiosity, differentiation, questioning** and **challenge**. There are planned opportunities for children to develop an understanding of the **social, moral, spiritual and cultural aspects** within the project and to be given opportunities to develop an understanding of the importance of **British Values**.
3. **Innovation**: In this stage the children are encouraged to develop their **divergent thinking skills** in order for them to be **innovative, independent and resilient to use** and **apply** their new skills, knowledge and understanding through **challenging** learning activities. They may be given a problem to solve, an experiment to test or a task to investigate. They will be **challenged** to work and learn on their own, in pairs or together in small groups to **discover, find solutions, identify patterns, and investigate a theory** by putting all their learning into practice.
4. **Communication**: The final stage is an opportunity to **link** their learning from their starting point and **assess their progression** through the development of skills and their understanding of the topic. This will lead to them planning opportunities to **share and apply their skills and knowledge** in order to **celebrate** their learning in different ways. The children, with support from their adults, will **make decisions** of what and how they want to **celebrate** their learning. For example, they may produce an e-book, make works of art, perform a play/dance or write a diary/newspaper report in role and then share their outcomes and invite an **audience** to a presentation/assembly or **exhibition** etc - maybe other classes, parents/governors or a 'Public' audience. Finally, they will **critique** their learning and outcomes and **set themselves challenging targets**.

The Curriculum

The EPIC Creative Curriculum has been organised through a 'topic based' approach which incorporates key skills as set out above. The use of computing, digital thinking and visual and digital literacy are encouraged in all topic areas. Computing skills are also taught with planned opportunities to develop and apply their skills within independent learning activities. Each class teacher is responsible for the delivery of the EPIC Creative Curriculum.

Although links can and should be made with all subjects, the following subjects are also taught as dedicated, discrete sessions:

- **Mathematics**
- **Aspects of Literacy** (although the creative curriculum will be used as a vehicle for writing)
- **RE**
- **PE** including **Swimming** in Year 4 and **Cycling** in Y5
- **MFL** (French in KS2)
- **Science**
- **Music**
- **PSHE**

Planning and progression of skills: The new National Curriculum 2014 and EYFS objectives and key skills are incorporated into our planning.

Long term planning: Gives a broad outline of the skills taught in each year group and shows progression and continuity between skills taught in a cross curricular way across school.

Medium Term Planning: Uses a question approach to hook children's learning and demonstrates progression through specific objectives to be taught within each area of the curriculum and the links between them.

Weekly Planning: Breaks down the objectives into weekly achievable targets and activities for mathematics and literacy (speaking, reading, writing, grammar, punctuation, vocabulary and phonics).

Roles and Responsibilities

The Head teacher and SLT have overall responsibility for the Creative Curriculum, supported by the Curriculum Leaders. The Curriculum Leaders are responsible for overseeing the delivery of the Creative Curriculum through:

- Regular formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book/topic scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.
- Speaking with the children about their learning.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Monitoring and Evaluation and Assessment

Individual subject leaders monitor the effectiveness of their curriculum area. The SLT monitors the progression, continuity and effectiveness of the creative curriculum together with other members of staff.

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.

Policy Monitoring, Evaluation and Review

Date of review: January 2017

Date of review: February 2019