

CRAVE Curriculum



Crave Curriculum Policy January 2020

Rationale

The crave curriculum was developed to provide children with a broader, more balanced curriculum. All subjects are combined and taught in 'topics', which aim to engage pupils and develop their knowledge and skills in fun and creative ways. Our crave curriculum aims to **reduce barriers to learning**. The two main barriers to learning in our community are:

- 1, Communication skills (especially the use of standard English)
- 2, Limited life experiences

Opportunities are planned for within the topics to help our pupils overcome these barriers, make better progress (in all subject areas) and achieve higher levels of attainment.

Aims

- Plan and deliver topics that our pupils are excited to learn about
- Overcome barriers to learning
- Engage children through creative, memorable activities
- Improve knowledge and skills in all subjects
- Drive standards of attainment and progress
- Provide opportunities to assess foundation subjects more closely using pre/post assessment tasks
- Develop cross-curricular links (especially with maths and English)
- Celebrate each topic through class assemblies

CRAVE

The word CRAVE is used to highlight exactly what we want our curriculum to offer for our pupils.

Cross-curricular - Each lesson will have a learning objective relating to a curriculum subject. However, within the lesson, other elements of learning may be planned for. For example, when studying the issue of child labour during the Victorian era (History), children might write a persuasive letter to the government to demand changes to working conditions (English).

Relevant - Topics should be relevant to the children. All pupils were given the opportunity to brainstorm the topics they wanted to learn about. This information was collated and used to construct the 2-year topic cycle across school.

Aspirational - Staff have high expectations of all pupils. Within planned lessons, a range of differentiated activities are provided to stretch and challenge all pupils in both their knowledge and skill development.

Varied - We understand that children have preferences over the kind of subject matter that appeals to them. To ensure pupil engagement is high, the topic cycle covers varied themes (Fairgrounds, Queens and Castles, Cool Clothes, Wild Weather etc).

Engaging - To ensure levels of pupil engagement are high, teachers plan creative lessons and activities. We want to deliver lessons that our pupils will remember. Each lesson starts with a 'hook', to grab the attention and curiosity of the class.

Barriers to learning

Communication skills - Opportunities to develop communication skills are woven into the core curriculum. Speaking and listening activities are a regular feature within lessons. For example, children may give an argument for or against a topical issue, speak in the role of a person from history, present something they have researched to a group/class, take part in a Q and A (Question and Answer) session after a presentation etc.

Each classroom will display topic related words for each topic, which will help children to develop their depth of vocabulary. These topic words will be displayed in order of difficulty so that all pupils are challenged.

Limited life experiences - Many pupils in our school struggle to think of 'ideas' when writing - especially during creative writing exercises. Having an extensive bank of life experiences to draw upon, makes it easier for children to contribute to discussions, make links when studying new topics, think creatively and have their own ideas when writing. Life experiences are offered within the core curriculum in three ways:

1, Trips and visitors into school are planned for.

2, Activities in lessons offer a taste of real-life experience e.g. video clips, tasting food from different countries, outdoor learning and drama.

3, All children have an activity passport which they fill in as they move through school. For each year group, there are a range of unique activities e.g. learn to knit, watch a sunset, visit a science laboratory etc. Within each topic, children will enjoy three of these activities, which will also link in with their topic.

Pupil feedback

At the end of each topic, all pupils complete a topic review sheet. This has two key purposes:

1, Children record their pre and post knowledge of the subject. This informs us how successful the topics have been in terms of knowledge development/progress.

2, Children record their engagement and list their most memorable lesson/activities. This allows us to ensure that pupils are engaged by each topic on the cycle. If a topic receives a low average score in terms of pupil engagement, staff will review their planning and identify ways in which to make their lessons more engaging the next time the topic is taught.

Planning and assessment

Planning - For each foundation subject in the curriculum, there is a skill progression grid. This grid is used to ensure skills taught across school build progressively. Teachers highlight the grids each half term and subject coordinators monitor them to ensure progression of skills in their subjects. Teachers also look for opportunities to make cross-curricular when planning activities.

Assessment - A key tool used to make judgements on pupil attainment/progress is the use of pre/post-assessments. Within topics, short activities are planned for that allow teachers to make informed judgements as their pupils work through each topic. Pupils complete the same assessment activities prior to and after studying a topic. Activities may include:

- 1, Mind maps
- 2, See/think/wonder relating to an image/piece of text
- 3, Specific questions e.g. Describe a mechanism used in a fairground ride
- 4, Match vocabulary to a description
- 5, Justify a statement e.g. Florence Nightingale should always be remembered

Homework

To extend the range of exciting learning opportunities in each topic, pupils are provided with a homework grid at the start of each new half term. The grid is organised into subject areas:

- English
- History/Geography
- Science
- Art/D and T

Each subject area has a graded homework task (2, 4, 6, 8 or 10 points). A task worth 2 points will be relatively quick and straight forward to complete, whereas a 10-point task will be more challenging and take significantly longer to complete. Pupils are awarded points upon completion of a task 'up to' the number stated on the grid (completing a 10-point task doesn't guarantee 10 points unless it is done to a high standard). Pupils are free to choose homework tasks that appeal to them in the subject areas that they most enjoy. They are 'encouraged' to complete a range of tasks in different subject areas/difficulties.

Topic assembly

To celebrate the work that the children produce in each topic, half-termly assemblies are held for each class. The assemblies allow pupils to showcase their learning and for their success to be celebrated with parents and other classes in school. At the end of each assembly, a Q and A session is held to allow pupils to reflect on their learning and develop their communication skills.

Subject coordinators

Each subject coordinator has an action plan to carry out for their subject. Within this plan, each coordinator is responsible for ensuring:

- 1, Full coverage and progression of objectives within that subject.
- 2, The monitoring of progress and attainment across school (using target tracker).

Subject coordinators also monitor topic books and teacher planning to ensure quality provision and standards across school.

Impact of crave curriculum

By implementing the crave curriculum successfully, we aim to achieve the following outcomes:

- 1, Average pupil engagement levels > 8 out of 10.
- 2, Pupils develop a strong command of written/spoken standard English.
- 3, Consistent standards of writing across all curriculum subjects.
- 4, Pupils can draw upon a wide range of life experiences.
- 5, End of key stage results are at least in line with national average.
- 6, Pupils make at least six steps of progress in all subjects