



# Dhoon School, Maughold, Isle of Man

*Department of Education and Children  
Rheynn Ynsee as Paitchyn*

**Headteacher**  
Maxim J Kelly

**Dhoon Primary School**  
Maughold  
Isle of Man, IM7 1AH



Direct Dial No: (01624) 861227  
Website: [www.sch.im/groups/dhoonschool](http://www.sch.im/groups/dhoonschool)  
Email: [enquiries@dhoon.sch.im](mailto:enquiries@dhoon.sch.im)

## **DHOON SCHOOL CREATIVE CURRICULUM POLICY**

### **1. Aims**

At Dhoon School we aim to **inspire** our children by providing a curriculum that is creative, that responds and enables children to lead their own learning and equips them with the skills, confidence, ability and attitude required for the 21st century. We aim to provide a creative curriculum that is central to our ethos and enables our children to work imaginatively, to transfer and apply new knowledge in different contexts and work towards new and valuable goals through: problem solving, higher order thinking skills, team work and cooperation.

### **2. A menu of approaches**

At Dhoon School, practitioners have a shared vision of creativity and firmly believe that a “menu of approaches” should be employed to bring the curriculum to life for the pupils - no “one size fits all approach” will work - and teachers and support staff are aware of many different ways to ensure a creative approach to a creative curriculum for learners. This may include, for example, timely and considered use of the following types of approaches:

- learning partners
- child centred learning and enquiry-led learning
- differentiated learning challenges
- open-ended home-learning tasks
- trips and visits
- classroom visitors
- working walls
- open-ended challenges to encourage pupils to search for and construct meaning
- regular cross-phase activities (theme days)

\* It is important to note that this list is by no means exhaustive, and each of these approaches can be drawn on at different times - we do not advocate that every approach will be seen all of the time.

At Dhoon School, we believe that all pupils are entitled to a broad and balanced curriculum which is interesting, engaging and which provides a range of learning opportunities that help to develop children’s life-long love of learning. We organise this with reference to our own curriculum drivers; the Chris Quigley Curriculum Document; Isle of Man curriculum guidance for subjects such as History, Geography and RE; Isle of Man guidance from moderation teams for EYFS, Literacy and Numeracy; and the Isle of Man’s Essentials for Learning Curriculum. The result is a dynamic and ever changing set of termly thematic topics across each different class that are planned with regard for the above listed points of reference, and in response to teacher’s interests, pupil voice and input, assessment information and current affairs.

Teaching staff are encouraged to broaden the experience of these topics for the children through:

- trips, visitors into school and shared experiences of the wider school community, e.g. involvement with parents and school links etc.
- celebrating children's achievements regularly and in a variety of ways from awards in class and assemblies, to school newsletters, displays in classrooms and shared areas and in assemblies where children are encouraged to share their knowledge and successes with the rest of the school.

### **3. Principles**

By drawing from our menu of approaches, the delivery and content of the curriculum will feel alive (as opposed to static and set in stone), be flexible and dynamic and will exist to meet the following principles:

- an emphasis on 'learning to learn', where the children are equipped with skills and the ability to apply them in different situations and developed through our "Dhoo High Five"
- encourage an enquiry based approach to learning through thematic topics which are agreed with children term by term (there is no expectation that one topic taught in a certain term in a certain year group will be repeated again 12 months later - in fact the expectation is quite the reverse! We call this "Learning on Demand".)
- provide meaningful contexts that are age appropriate and engage and challenge all learners
- increase children's motivation, enthusiasm and engagement in their learning
- support the raising of standards in both teaching and learning
- involve our children in decision-making about their learning, allowing them choice and independence
- establish strong cross-curricular links to ensure a broader understanding and an exciting context to stimulate and enthuse children
- embed key skills in order to prepare children for real-life and everyday situations
- provide an exciting and stimulating environment
- use a wealth of relevant resources - in classrooms, outdoors, in the local community and the wider area, including visits and visitors
- allow children to demonstrate their learning in different ways – for example, through photographs, posters, products, presentations, performances, ICT including ipads, etc.
- embed skills which allow children to become independent learners by developing planning, organisational, social and metacognitive dispositions
- teachers as learners: staff development opportunities encourage creativity and professionalism. New initiatives are actively encouraged and supported and staff reflect critically on the success and impact of these.

### **4. Planning the creative curriculum**

Teachers will plan the thematic units in such a way that :

- children's imagination, curiosity and originality will be stimulated, prompted and developed
- space for thinking time, choice and reflection is built in
- each child's confidence, self-discipline and understanding of their learning and themselves as learners is developed
- children are encouraged to take risks; freedom to fail is planned for so that it develops children's confidence to try again
- learning becomes vivid, real and meaningful with many first-hand experiences
- a range of teaching strategies can be drawn upon, recognising different learning styles
- tasks and challenges are structured with due regard to the pace of learning to keep it challenging and enjoyable
- children interact: the importance of talk, sharing ideas and collaboration are recognised
- children can connect: see relationships and combine ideas and knowledge in new ways

- opportunities for independent, collaborative, paired, child-led and challenge-based learning are catered for
- the breadth of the curriculum enables learners to go deeper into chosen aspects and areas, enabling choice and freedom
- opportunities to celebrate and reflect at the end of a piece of work/theme are planned for
- planning is collaborative and involves all stake-holders.

When Planning our theme lessons we take into account:

- the overview for the theme, including information as to how the topic choice was arrived at
- children's prior learning
- key skills across the curriculum (it is important that specific skills are revisited in different topics to consolidate learning and the class teachers are responsible for ensuring that these are regularly tracked and assessed)
- use of the outdoor learning environment
- opportunities for trips and visits from external agencies
- what the learning outcomes will be – this could be an artefact, presentation, or experience for example
- key assessment opportunities
- key questions generated by the children
- key teaching and learning approaches (based on our "menu of approaches" philosophy)
- our curriculum drivers and the Dhoon High Five
- that there is flexibility in time-tabling and lesson structure
- opportunities for cross-phase activities.

In addition to this we involve parents and the wider community in the following ways:

- curriculum information leaflets to parents sent at the start of each term, outlining key information about the topic theme.
- taking part in community events linked to our learning themes e.g. "Maughold Show"
- tailoring themes to national, local and school events wherever possible / relevant
- inviting members of the community/parents to share experiences related to our themes
- Three-way communication / feedback on homework (teacher, pupil and parent comments encouraged)
- mid-year pupil profile summaries and end of year "Reports" shared during "open afternoons" where parents can see their child's learning in books.

## **5. Inclusion**

Inclusion underpins learning at Dhoon School and it is expected that **all** children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles and builds self-esteem. All children will have equal access to the curriculum and will be treated fairly regardless of race, religion or ability. This policy statement should be read in conjunction with Dhoon School's Policy for Inclusion.

## **6. Teaching and Learning Policy**

This policy should be read in conjunction with Dhoon School's policy for "Teaching and Learning." The Teaching and Learning Policy supports and complements the Creative Curriculum Policy and vice versa - neither supersedes the other.

May 2015

---