



# Tuxford Primary Academy

## Creativity Policy

### May 2017

#### Introduction

This document outlines the Tuxford Primary Academy (“TPA”) Creativity Policy. It details how creativity is promoted throughout TPA, in both the curriculum and other aspects of academy life. This policy is reviewed on an annual basis or as circumstances require.

#### Our Mission Statement

Tuxford Primary Academy is a happy, caring, diverse community of learners where all are welcomed and valued.

- By motivating and challenging learners in a creative, enjoyable and secure environment, TPA aims to develop thoughtful and responsible young people with high self-esteem and the skills and knowledge to succeed in life.
- By understanding what our children already know, we inspire learning through excellent teaching and a passion for bringing a rich and varied curriculum to life. Tuxford Primary Academy has high aspirations for what our learners can achieve. We encourage a love of learning, and as a community are committed to every learner’s success.
- An innovative and dynamic academy, TPA responds positively to the rapidly changing world in which we live. We strive to ensure that children develop respect for themselves, each other, their families, our local community and the environment.

## **What is creativity?**

Creativity is ‘the use of imagination or original ideas to create something; inventiveness.’  
At TPA we are committed to providing such opportunities for our pupils within art, music, drama, dance, creative writing, and across all other aspects of the curriculum.

## **Our Creative Learning Environment**

At TPA we believe that the arts make a crucial contribution to ensuring that our curriculum continues to be outstanding. The arts provides our pupils with opportunities to experience the ‘awe and wonder’ moments in special places such as galleries and theatres, be inspired and stimulated by creative professionals and experience the thrill of sharing their achievements and performing to others. The arts give our children and staff opportunities to belong to a creative community that enriches their life experiences, nurtures and develops their creative skills, and exposes them to further opportunities in the arts. Where possible we also seek to involve and engage parents & carers in specific creative projects  
(Class assemblies and Showcase events)

\*The display policy (see Appendix 1)

## **Aims**

By promoting creativity at Tuxford Primary Academy we aim to provide all pupils with:

- Opportunity to have their creative output celebrated by the whole academy community through regular and accessible performance and display opportunities.
- To have the opportunity to enrich interest in the arts, and build creative self-expression through participation in relevant out-of-hours experiences.
- Opportunity to participate in and experience a broad and balanced range of arts activities as part of a rich and exciting curriculum.
- Opportunity to develop a progressive range of skills, confidence and self-esteem.
- Activities that access other areas of the curriculum, different cultures and those that reflect our local community and celebrate British Values.
- Provide a safe and secure environment for all children to ask questions and feel able to challenge views.

## **Roles and Responsibilities**

All staff are responsible for teaching the curriculum creatively in TPA. This is monitored by the Principal, the Senior Leadership Team, the Creativity Team and the Governing Body.

### **Curriculum Provision**

Our academy ethos and curriculum reflects the importance we place on the use of creativity.

- Art and music lessons are planned to meet the requirements of the National Curriculum from Foundation Stage through to Year 6. Music Tuition is provided by external and internal agencies.
- Children take part in our annual summer productions and seasonal productions.
- Each class holds their own assembly or showcase with parents at least once per term.
- The academy takes part in national accredited programmes such as Arts Award and Artsmark, Sing Up and LAMDA, as well as providing opportunities for children to take part in individual music and drama programmes leading to exams and qualifications.
- Staff plan cross curricular activities which show creativity in core subjects including Maths, English and Science. (TPA Science Fair is held annually in the summer term)
- Children are given opportunities to use ICT and technology in their learning
- Planning is monitored by the SLT.
- AfL identifies gaps in learning and staff use this to inform future planning
- Early Years staff report to parents in the summer term about how their child thinks creatively and also on their preferred learning styles.

### **Equal Opportunities**

We will provide opportunities for all our children, regardless of gender, race or disability.

Creative teaching may be used to develop children's learning in any area of the curriculum, particularly for those with Special Needs, including Gifted and Talented children.

### **Extra – Curricular Opportunities**

We offer a range of clubs that can be accessed by pupils. Academy staff and external professionals provide a number of after-school clubs, lunchtime clubs and activities for children for example art, dance, photography, choir and music. These vary from term to term and endeavour to provide a full range of opportunities, interests and experiences for the children at TPA. Pupils' views and wishes inform staff of the clubs that are required to fulfil needs.

Opportunities are created for half termly academy trips to local galleries, museums, theatre and cinema productions, concerts and other performing arts.

Visiting artists, musicians and drama groups are invited and encouraged to visit the academy.

# Appendix 1



# Display Policy

## Policy Statement and Guidelines

Reviewed: May 2017

Next review: May 2018

### **Introduction:**

The purpose of this policy is:

To provide support and CPD for all staff.

To provide a framework for a whole academy approach

To inform parents, governors and the learning community about the importance of working walls (displays)

This policy reflects the consensus of opinion of the whole staff. It is the responsibility of all staff.

### **Aims:**

- To ensure all pupils are proud of their work and accomplishments by illustrating that we value their dedication to learning.
- To create a stimulating and attractive learning environment, that invites discussion and pupil engagement and **resilience**.
- To encourage pupils to **respect** their learning environment and be **resourceful** in using the displays around them to support their learning.
- To motivate and challenge pupils by illustrating current learning and offering them next steps.

### **Areas of display:**

Displays around the academy have been designated to promoting the areas of:

- British Values
- Rights and Responsibilities
- Our academy vision and aims
- Our learning community and pupil responsibilities( Head Boy, Head Girl ,School council, Eco Warrior and Financial Investors)
- Healthy eating Lunchtime options and sporting achievements
- Contributions to the local community
- Social, emotional aspects of learning
- Modern foreign languages and learning through culture
- Academy productions in the arts and recent trips
- Playground activities and information
- House points tally

All staff are to take responsibility of the central boards and volunteer work that may fit to the topic as appropriate. This will be discussed in staff meetings near to the time. Classrooms remain the responsibility of the individual class teachers. All staff are encouraged to take photographs of their own displays for reference and evidence.

### **Classroom Displays**

- Examples of children's great work must be displayed to reflect high expectations. Each class must have a 'This is a Great Piece of Work because' board which reflects the work that week.
- Keep it straight! – always use a paper cutter, checking that the ruler is straight and in position first.
- Arrange and pin work with drawing pins first to ensure that it is straight and evenly spaced before stapling (insert staples at an angle for easy removal).
- Children's writing and small detailed drawings should be displayed at the child's level where possible.
- Each child must have at least one piece of work displayed in the classroom.
- Captions must be large, clear and mounted and should include the class name if work is being displayed in a communal area – if printing captions on the computer choose a clear, legible font.
- All work for display must have the child's name written clearly at the bottom right hand corner.
- All displays must include a brief description of the work and questions where possible.
- All writing by adults must follow the academy's handwriting policy –if need be rule lines and use light pencil guidelines to ensure it is straight.
- Encourage children to look at/ read/ discuss work on display around TPA regularly.
- Any work displayed should be of a high standard and represent the age and stage of the child.

### **Questions to think about:**

- What is the best use of the space available?
- How can you lay out the work to give the best effect?
- Which colours will enhance the work?
- What sort of labelling will you use?
- What artefacts can be used to 'hook' in learners?
- Is the display at child's level?
- Does the display inspire, motivate, celebrate or provide challenge?
- Does it convey information to children/parents/visitors?
- Does it encourage children to interact?

## Appendix 1

### EACH CLASSROOM NEEDS:

The surroundings in which children learn can greatly influence their academic performance and well-being. **Therefore your classroom environment is extremely important.** The layout, displays and resources within your classroom all play a vital role in shaping our children's learning so please ensure you have:

- Appropriate resources clearly labelled and accessible
- A box of resources on each table to aid the children's learning such as phonics charts, handwriting samples, and numbers etc.
- Blooms Question words
- A Wow table /Wall to ensure work is celebrated and
- Displays/language which reflect the diversity of cohorts within your class.

### A class information board with the following information:

- Up to date class timetables
- Any group or sets lists
- Teachers are encouraged to delegate some responsibility to named pupils for the upkeep and maintenance of the classroom and general learning environment.
- Photographs and information of children with allergies/medical needs The following must be displayed somewhere in your classroom:
  - Class Name (E.g. Investigators, Pioneers or Trailblazers)
  - The Golden Values
  - TPA Learning Trees
  - Academy philosophies: I can, You can, We can and the Golden Values
  - Timetables of playground duties
  - Current Mind maps for the start of your topic (these can be IWB print outs)
  - Diversity Information which includes everyone (photographs with languages spoken)
  - Fire drill information
  - Six R's
  - UN's Rights of The Child
  - Staff Name and an identifiable photo of members of staff.

## Appendix 2

### WHAT EACH CLASSROOM NEEDS CHECKLIST

Class name	—
Staff Name and Photos	—
Golden Values	—
Playground timetables	
Academy vision and aims	.
Fire drill information	.
Blooms Question words	..
Resources clearly labelled and accessible	
Box of resources to aid learning	..
UN's Rights of the Child	
Class Information board	—
Class Timetable	—
Groups or sets lists	—
Rota of classroom help	—
Information of medical needs	..
Current Mind map	
Eco Code	.
100 square	.

### Appendix 3- Examples of Best Practise at Tuxford Primary Academy





