



Creative Curriculum Policy

Rationale

The main charitable objective of Tinderwood Trust is the advancement of education. High quality learning opportunities for all children all year round are of the highest importance to our organisation and for the wider society in which we work live and grow.

Aim

We aim to foster a life-long love of learning, and a creative sense of curiosity about the world and our place in it by adopting a highly practical and cross-curricular approach to learning in the outdoor woodland environment.

We aim to support and recognize the varied learning styles which our client groups possess in a thoughtful reflective manner, always keeping the child/young person and not any particular age related national prescribed curriculum at the heart of our planning and practice.

We aim to link where the child is with their relevant learning and interests in the curricula rather than the other way around, by following Possible Lines Of Development (PLODS) in their learning.

Our overarching drivers regardless of age are happiness; communication development; personal social and emotional development and physical development.

We will meet our aim by;

- Incorporating the National Curriculum and Early Years Foundation Stage objectives into our planning.
- Setting common, open ended tasks to elicit a variety and depth of response;
- Setting tasks which challenge learning, scaffolding where appropriate;
- Grouping children according to task and expected outcomes,
- Providing practical opportunities for kinaesthetic learners;
- Using visual stimuli and artefacts to promote interest;
- Using teaching assistants and forest school assistants to support the work of individual children or groups of children.
- Using appropriate planning and evaluation formats which include the following the support our broad and varied view of learning such as;
 - As members of the community we'll find out
 - As enterprising people we'll be
 - To develop our social and emotional skills we'll be
 - As scientists we'll be
 - As mathematicians we'll be
 - As Historians/geographers we'll be
 - As artists we'll be



As information technologists we'll
The literacy skills we'll develop are
In our spiritual and moral development we'll

- Using formative and summative reflections and evaluations of projects to document learning and development and sharing these when relevant and useful to others.
- Using the children's voice to record their own learning in their own words through the use of photographs, video and writing, and creating displays where consent is given for such on a variety of platforms and locations.

Policy adopted

January 2016

Reviewed January 2018; January 2019

